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ABSTRACT

A result of a State-funded workshop sponsored by Northwestern State University (Louisiana), the exemplary career education curriculum guide is designed for elementary grades K through six. An introductory chapter is followed by a chapter on resources which identifies specific materials (films, filmstrips, records, kits, books, pictures, and catalogs), lists noteworthy activities, and identifies career job clusters with specific examples. Chapter three, which consists of 278 pages of learning episodes, is arranged with sections for each grade level that are further identified according to subject matter (people work together--kindergarten, social studies, reading, language arts, and mathematics) as well as unit topic. Lesson plans are arranged in a double-page format with six columns indicating objectives, career education code (referring to teacher-established career education objectives listed in chapter 2), learning activities, resources, evaluation, and special notes. The fourth chapter is a brief outline of audiovisual equipment needed in a career education program, and the concluding chapter consists of a workshop evaluation form. (EA)

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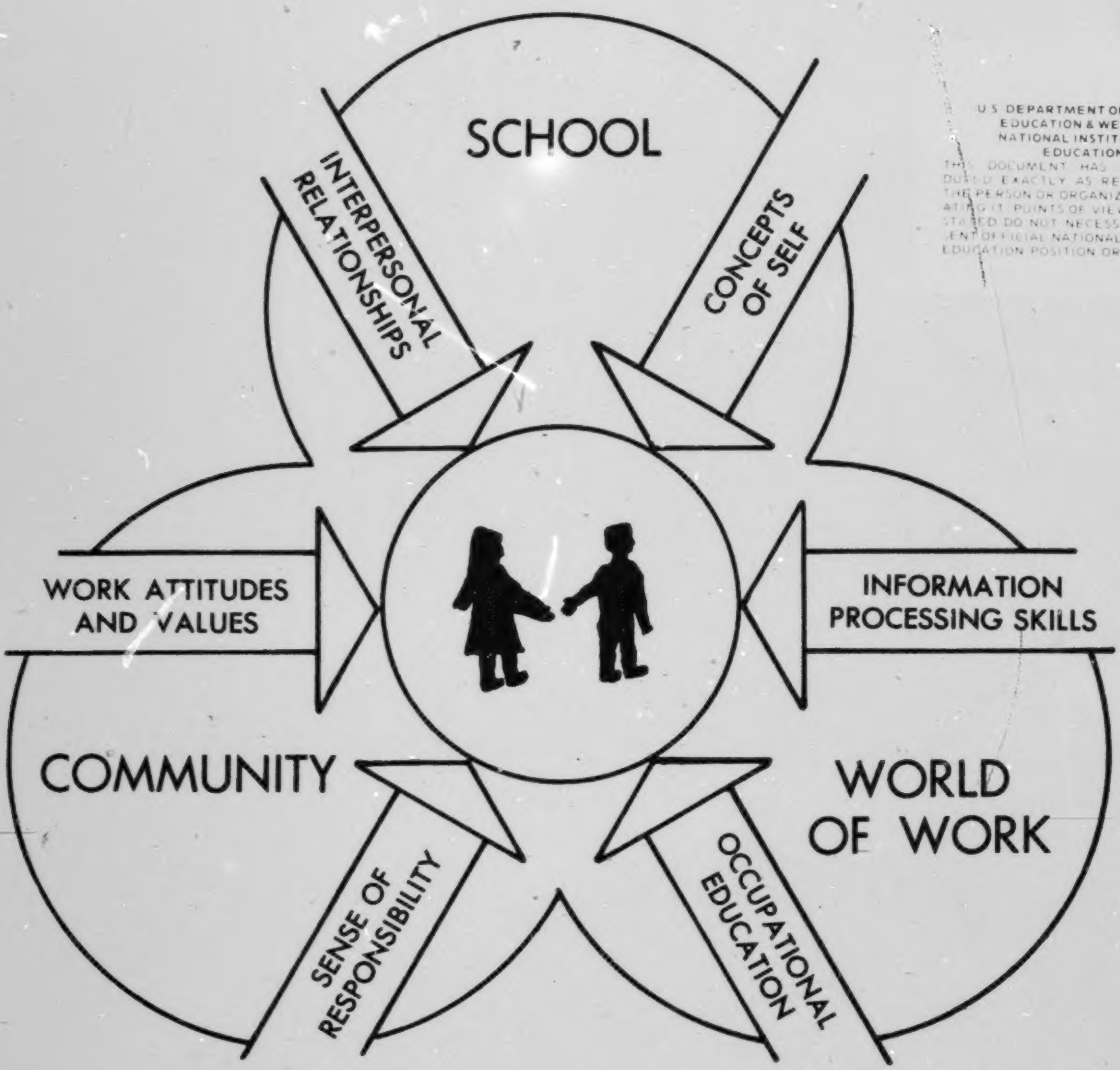
Career Education In Elementary Schools

Exemplary Curriculum Guidelines


SCHOOL
INTERPERSONAL RELATIONSHIPS
CONCEPTS OF SELF
WORK ATTITUDES AND VALUES
INFORMATION PROCESSING SKILLS
COMMUNITY
WORLD OF WORK
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OCCUPATIONAL EDUCATION

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CAREER EDUCATION

IN ELEMENTARY SCHOOLS

Exemplary Curriculum Guidelines

Natchitoches Parish, Louisiana

August 1973

ACKNOWLEDGMENT

These model career education curriculum guidelines are the result of a workshop funded bu the Louisiana State Department of Education and sponsored cooperatively by the Industrial Education and Technology Department and the College of Education at Northwestern State University. Participants in the workshop included the faculties of Campti Elementary School, Parks Elementary, St. Matthew School, and the Natchitoches Parish School Administration.

SUPERINTENDENTS' STATEMENT

The Natchitoches Parish School system has committed itself to the basic concept of career development. The committment was the result of a study made by school personnel, interested community leaders and a vocational advisory committee. Ths study suggested curriculum revision to meet the needs of the scholastic population of Natchitoches Parish.

The following exemplary curriculum guidelines in career education will move us one step farther toward meeting the above mentioned needs.

The faculty of Parks, Campti, and St. Matthew Elementary Schools are to be commended for their spirit of cooperation and their enthusiasm in serving as the model for the parish system as it initiates career development at the elementary level.

W. J. Bullock, Superintendent
Natchitoches Parish Schools

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Chapter I

INTRODUCTION

INTRODUCTION

The Natchitoches Parish Plan for Elementary Career Education is the result of an extensive effort on the part of school personnel, interested community leaders, state and federal agencies, and work-shop participants. The purpose was to incorporate the concepts and practices of career development into the curriculum of the elementary schools of Natchitoches Parish.

This reference source, the concrete results of the cooperative efforts of persons too numerous to name, reflects the beginning, the anticipated results and the means for "first-step" integrating of career development directions into Campti, George Parks, and St. Matthew Elementary Schools, three pilot schools within Natchitoches Parish in the year 1973-74. It is anticipated that the information contained within this document will complement current Career Education programs and provide directions for completing the existing Natchitoches Parish Career Development Program.

PARISH PHILISOPHY

Recognizing the permanence of "change", the Natchitoches Parish Schools accept the challenge to continue educating the student to take the responsibility for involvement in the quality of American Life. The innovative curriculum changes previously implemented in the Parish are but a few of the directions suggested for focusing the educational structure upon the NEEDS of our students as they develop the process skills necessary for reaching toward their promise of becoming an "educated person."

Students need a systematic, planned approach to attaining the developmental goals of mature functioning in their many life roles. For those of us charged with coordinating the educational process, the direction is obvious. Career Education can assist us in accepting our responsibility for facilitating their total development.

DEFINITION OF CAREER EDUCATION

After studying the literature, listening to authorities in the field and observing materials from other on-going programs, participants in this workshop have defined Career Education in the following manner.

Career Education is the total effort of the school to bring about change in the life style of each individual which gives him a positive awareness of self and the world of work as they interrealte within the process of living. Career Education is not a subject but a redirected curriculum effort to make the learning of content materials meaningful in relation to everyday life and making a living.

In Career Education the student's knowledge of subject matter should be important only to the extent that it is instrumental in promoting student growth toward economic independence, personal fulfillment, and an appreciation for the dignity of work.

A properly oriented Career Education program respects all societal groups and ability levels and extends through all ages, kindergarten throughout life.

PARISH OBJECTIVES

The overall principles (or broad desired outcomes) of Career Education for the Natchitoches Parish Schools include the following:

1. Continously developing constructive habits and positive attitudes toward self, others, society, work, etc.
2. Increasing breadth of knowledge about facts, information and skills relative to educational, occupational, economic and personal concepts.
3. Clearly identifying and developing values toward self, others, society, work, etc.
4. Systematically refining intellectual skills necessary for developing a problem-solving attitude.
5. Expanding abilities necessary in demonstrating the decision-making process.

The stated objectives can best be developed in our students by recognizing and implementing a continuous sequence of exposure and experience congruent with the maturational process. The purpose herein then is to focus on organizing a Career Education Program for the awareness, motivation and exploration stages of occupational choice consistent with the Awareness and Accomodation Levels of growth which are inherent in the overall educational program of the Natchitoches Parish Elementary Schools.

Elementary School General Administrative Objectives:

The administrators of the Elementary Schools in Natchitoches Parish recognize that to initiate the overall principles as set forth by the Parish Officials, more specific objectives are necessary to enable the classroom teachers to derive the student behavioral outcomes desired from their instruction.

The following general objectives should provide a framework for use in planning activities and experiences for reaching the career education goals of the elementary schools:

Awareness Level:

1. Beginning to form ideas of self and how he differs from others.
2. Becoming aware that people the student knows and sees do different types of activities.
3. Beginning to become aware of and to assume responsibility for his own activities and actions.
4. Developing beginning abilities to classify according to similarities and differences.
5. Practice in making desicions with an emphasis on choosing from available alternatives.
6. Develop respect for others and the work that they do.
7. Develop cooperation in working with others.

Motivation Level:

1. Increasing positive view of self and others.
2. Beginning to become interested in the relationship of work to self, school, and "growing-up."
3. Increasing desire for expanded opportunity to assume self-responsibility.
4. Developing interest in categorizing as a skill in seeing relationships.
5. Beginning to desire opportunities to seek alternatives before making a choice and taking action on the choice made.
6. Allow expansion of respect for others by increased opportunities to interact with many persons from varied backgrounds and working situations.

7. Increased emphasis on cooperation through student-teacher cooperative planning.

Exploration Level:

1. Developing self-understanding about how interests, abilities and those things valued paint a picture of who he is, where he is going and how he will arrive at his chosen goal.

2. Developing understanding of what the world of work is, how it has come to be and why occupations exist as well as why people work and why they choose to do various kinds of work.

3. Increasing independence in assuming increased responsibility for planning one's time and initiative in making decisions for self with a lesser degree of help from authority.

4. Applying decision-making and classification skills to discover the greatest potential for occupational fulfillment under their particular circumstances.

5. Development of desirable social relationships and an awareness of "social self."

6. Internalizing work attitudes and values which enhance self-direction.

Those of us who are the Principals of the Elementary Schools of Natchitoches Parish feel that the aforementioned objectives can best be implemented through the use of the current curriculum as tools for reaching these objectives. We feel the individual teachers are more aware of the maturational level of their students than we are. Thus, it is they who can best outline the specific behavioral outcomes desired from the Career Education Program.

Teacher designed specific behavioral outcomes:

The teacher participants in the work-shop, from which this document arises, recognize the immense task of trying to infuse all of the possible objectives, relevant to Career Education, into the curriculum at one time. However, it is believed that a listing of many desired behavioral outcomes will allow for selection of the most appropriate few with which to begin our Parish program and additionally allow for systematic planning of future gradual longitudinal infusion of most (if not all) of the objectives identified as being pertinent to our Parish. Dr. L. J. Bailey and Dr. R. W. Stadt in their book Career Education New Approaches To Human Development have summarized a vast amount of material relevant to meeting student needs through Career Development. These are listed below as those objectives which we feel are relevant to a total Career Development Program.

Awareness Level (K-3)

1. Begins to form generalization about self
    - a. Summarize ways in which an individual may be described. (emotionally, physically, socially, mentally, personally)
    - b. Provides examples of own self-characteristics and attributes.
    - c. Recognized uniqueness of own self.
    - d. Differentiates self from others.
2. Understands how interest develop
    - a. Explains what is an "interest"
    - b. Describe how people become interested in an activity
    - c. Develops "inventory" of own interest.
3. Examines different types of human activity
    - a. Formulates a broad, general definition for what is "work"
    - b. Explains what is meant by "leisure"
    - c. Recognized commonalities of work and leisure.
4. Differentiates types of work and leisure activities
    - a. Define the term "occupation"

    b. Describes how an occupation differs from other types of work activity.

    c. Distinguishes between occupations, household chores, volunteer work, and leisure activity.

    d. Associates different types of work and leisure activities with various family members.

    e. Observes and talk to various workers in the school and community to differentiate occupational roles.

5. Examines relationship between interests, occupations and leisure activities:

    a. Understands how interest may be satisfied in a variety of occupational roles.

    b. Explains why it is desirable to work at an occupation that one is interested in.

    c. Understands how interests may also be expressed in leisure.

6. Adopts identity as that of "worker"

    a. Lists various types of work tasks he performs regularly.

    b. Describes how the role of student is similar to that of employed worker.

    c. Describes how work he does in school can affect him in the future.

7. Understands how individual needs are met in work

    a. Describes how work has a personal meaning for every individual.

    b. Appreciates how work may enhance self diginity and worth

8. Understands the characteristics of grouping systems

    a. Defines what is meant by a "group"

    b. Understands how grouping can be used to organize information

    c. Understands that objects, events, etc. can be classified in many different ways

    d. Understands that groups can be created for different purposes

9. Understands concepts (i.e. economic groups) of goods, services, consumers, and producers

    a. Defines what is meant by the term "consumer"

    b. Understands that everyone is a consumer

    c. Differentiates between goods and services

    d. Defines what is meant by the term "producer"

    e. Provides examples of people who produce goods and people who produce (i.e. provide) services

10. Understands how goods and service producers are interrelated

    a. Examines own family unit to understand the principle of interdependence

    b. Explains how specilization leads to interdependence

    c. Provides examples to illustrate how goods and services workers depend on each other

    d. Recognizes why worker cooperation is necessary in the production of goods and services

    e. Describes the individual work habits and attitudes that contribute to cooperative work relationships

11. Understands that production of most goods and services involves a "family" type of effort

    a. Identifies different types of job families under the broad headings of goods and services producers

    b. For a given occupational family (e.g. farmers, community helpers) describes types of goods produced or services provided

12. Examines the nature of a job family (I.E. Occupational group)

    a. Recognizes the wide range of different occupations within a single family

    b. Understands that many different levels exist within a job family

    c. Describes what is meant by the term "job ladder"

13. Understands that grouping can help in organizing information about interest and occupations

    a. Reviews meaning of "interest"

    b. Understands that an individual's specific interest may be grouped into a number of general areas

    c. Recognizes usefulness of grouping occupations by interest area

14. Understands that information about an occupation can be organized using more than one group at the same time

    a. Surveys a variety of goods and service occupations that involve an interest area
    b. Surveys one interest area for goods and services occupations
    c. Given a description of an occupation, can group it in a two-dimensional system
    d. Understands how using more than one grouping system can be useful

Motivation Level (Grades 4-6)

1. Understands the terminology used for self-appraisal and self-understanding
    a. Reviews what is meant by interests
    b. Knows what is meant by aptitudes and abilities
    c. Describes what is meant by values
    d. Differentiates among interests, abilities, and values
2. Understands that interests may vary at different points in life
    a. Provides examples of how interests may change as a result of growth, learning, new experience
    b. Recognizes the tendency of interests to become more stable as he grows older
3. Analyzes how abilities shape interests
    a. Describe what is meant by the term "ability"
    b. Differentiates between general ability (primarily scholastic ability) and special abilities (E.G., art, music, manipulative skills, leadership)
    c. Describe the role of abilities in relationship to interests
4. Analyzes how values shape interests
    a. Understands that values determine how an individual "feele" (i.e., importance, worth) toward an activity
    b. Differentiates own values toward various activities from those of peers
    c. Describes the role of values in relationship to interests
5. Demonstrates an awareness of the continuing process of change that characterizes maturation.

   a. Describes a number of ways of "growing"

   b. Identifies commonalities in individuals growth and development

   c. Differentiates own patterns of growth and development from others

6. Formulates present self-identity reflecting knowledge of own interests, abilities, and values

   a. Summarized primary areas of interest

   b. Compares present interests with those characteristics of earlier periods

   c. Provides examples of individual aptitudes and abilities

   d. Recognizes assets and limitations

   e. Provided with a list of activities, expresses the importance (value) of those activities to him.

7. Judges the validity of own self-identity

   a. Recognizes that he has several identities

   b. Understands that the "me I see" may be different from the "me others see."

   c. Becomes aware of how others characterize him

   d. Compares own self-identity with the self others see

   e. Explains how knowledge of his "social self" contributes to more accurate self-understanding

8. Becomes more aware of "social self"

   a. Identifies ways he relates to other persons

   b. Attempts to characterize self as others see him

   c. Expands his capacity to understand the feelings of others

   d. Describes how a better understanding of self leads to better relations with others in group activity

9. Analyzes the ways his self-understanding helps him relate to others

   a. Identifies activities which depend on cooperative relationships

   b. Infers the effect of cooperation on the ability of people to work and play together successfully

10. Understands how man's basic requirements (needs) result in the development of a culture

   a. Provides examples of basic human needs: food, shelter, clothing.

   b. Describes how a culture develops to meet basic human needs

   c. Explains how a culture in turn generates its own needs and requirements necessary to continue the culture

11. Understands that the world of work is composed of occupational units (factories, institutions, enterprises) designed to meet cultural needs

   a. Explains why various occupational units have evolved

   b. Illustrates by example how a particular type of occupational unit, e.g., construction company, meets a specific cultural imperative

   c. Explains why more industrialized cultures have a greater variety of service and leisure occupations

12. Categorizes various occupational units in relationship to three types of cultural needs

   a. Identifies those occupational units concerned with the replenishment of culture (primarily goods and services occupational units)

   b. Identifies occupational units concerned with Management and Maintenance of culture (governmental and regulatory agencies)

   c. Identifies those occupational units concerned with the transmission of culture (primarily education)

13. Examines work in relation to the enviroment in which it takes place

   a. Understands that work is physical and mental activity undertaken primarily within an occupational unit

   b. Explains how the various jobs within an occupational unit contribute to the goal of the enterprise

14. Understands that people engage in occupations for a variety of reasons

   a. Recognizes that a person works to satisfy various social, economic, and psychological needs

   b. Explains how work satisfies both individual needs and the needs of society

15. Engages in a wide range of occupationally related and leisure activities

    a. Has opportunities to express interests and to develop goals and aspirations

    b. Plans experiences, in and out of school, to capitalize on strengths and to strengthen weaknesses

16. Becomes aware of individual responsibility for orderly development

    a. Understands that the future is built on the present

    b. Lists ways in which individual actions can affect progression

    c. Assumes personal responsibility for the consequences of his choices

    d. Related the importance of education to planning one's own future

    e. Understand that different kinds of occupations require varying degrees and types of educational preparation

17. Demonstrates that he is in charge of becoming himself

    a. Explains why he is responsible for his own behavior

    b. Identifies ways he can take responsibility for his own behavior

    c. Identifies times in his daily life when he makes decisions on his own

    d. Proposes why only the individual can develop his potentialities

18. Understands that career development is an ongoing, continuously patterned process

    a. Recognizes the fact that some day he will have to make an occupational choice

    b. Revognizes life in the future as being continuing education and preparation for work

    c. Lists the wide range of factors that influence behavior and development

19. Develops increased abilities for making educational, occupational, and personal decisions

    a. Understands how a decision has important implications for future decisions

    b. Gains a knowledge of the process of decision-making

Chapter II

RESOURCE MATERIALS

INTRODUCTION

This chapter addresses itself to the task of: (1) identifying specific career education resource materials, (2) listing of noteworthy activities, and (3) identification of career job clusters with specific sample illustrations.

There are mulititudes of resource materials available. Many commercial educational companies are giving career education materials top priority. By the same token almost all schools are already equipped with much valuable material that could be utilized in connection with the career education program. Credit should also be given to the many resourceful teachers who have prepared quality materials on their own.

Resource materials in this chapter have been screened in an attempt to coordinate the material with a specific career education objective as outlined in Chapter 1.

Many activities are suggested as means toward an end. Research indicates that children learn more when they are engaged in productive activities. Activities can also be utilized to build the concept of "work can be fun." The activities listed by Campti, George Parks, and St. Matthew teachers were those activities they felt would help develop concepts, would deepen understanding and reinforce learning.

All of the twenty odd thousand job titles listed in the Dictionary of Occupational Titles CAN BE GROUPED INTO ONE OR more classifications or job clusters. To be consistent with the State Department of Education recommendations, workshop participants selected the 15 job clusters as prepared by the U. S. Office of Education. Each job cluster is defined and examples of each are given.

SELECTED CAREER DEVELOPMENT RESOURCES CORRELATED WITH THE TEACHER STATED OBJECTIVES IN CHAPTER I

Primary Level Objectives (K-3)

1. Begins to form generalizations about self.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Presenting Dynamo Power	L.A., S.S.	K-3	Media for Ed., Inc. 4132 Jackson St. Alexandria, La. 71301
Workers Series	" " " "	"""	" " "
S.R.A. Awareness Kit	" " " "	K-2	Science Research Assoc.
S.R.A. Responding	" " " "	2-3	" " "
Accepting Responsibility	" " " "	K-3	Ed. Projections Corp.
Now We Go to School	" " " "	K-3	" " "
School Is Our Other Home	" " " "	K-3	" " "
New Friends at School	" " " "	K-3	" " "
Filmstrip & Records			
We're Growing Up Series	" " " "	K-3	Eye Gate
A Big Day for Johnny A Picnic in the Park I Made It Myself The Safe Way			
Who Am I	" " " "	K-3	Scholastic
Filmstrips			
Community Helpers	" " " "	K-3	Media for Ed., Inc.
Community Workers	" " " "	K-3	" " " "
What Do You Think About?	L.A.	K-3	Eye Gate
Finders Keepers?	S.S.	K-3	" "
Helping Your Community?	" "	K-3	" "
Tattling?	" "	" "	" "
Promises?	" "	" "	" "

Lying?	S.S.		K-3	Eye Gate
Helping Your Family	" "		" "	" "
Kit				
Developing Understanding of Self and Others	S.S.		K-3	Am. Guidance Service, Inc.
Books with Cassettes				
Families	L.A.		K	Science Research Assoc.
Neighbors	" "		2	" " "
Cities	" "		3	" " "
Books				
Childcraft Books (Vol. 3,4, 5,8)	L.A.	S.S.	K-3	Field Enterprises
I'm Glas I'm Me by H. Stone	" "	" "	" "	Putman
Come to Work with Us (12 bks. by Jean & Ned Wilkinson)	" "	" "	" "	Houghton-Mifflin
Joey's Cat by Robert Burch	" "	" "	" "	Viking
My Friend, Charlie by J. Flora	" "	" "	" "	Harcourt
The Human Values Series (1) Myself (2) Myself and Others (3) Values to Learn	" "	" "	" "	Steck-Vaughn Co.
Community Workers & Helpers Group 1-School Workers, Library, Supermarket, Doctors Group 2-Dept. Store, Hospital Fire Dept., T.V. Workers	L.A.		K-3	Steck-Vaughn Co.
School Friends & Helpers Police Dept. Helpers, Fire Dept., Postal, Dairy, Supermarket, Hospital Helpers	L.A.		K-3	Steck-Vaughn Co.
Pictures				
Moods and Emotions	L.A.	S.S.	K-3	The Child's World
The Human Values Pictures Set	L.A.	S.S.	K-3	Steck-Vaughn Co.
People we Know (Giant Size)	L.A.	S.S.	K-3	Media for Ed., Inc.

Catalogs (Excellent ones) All Levels

Educational Projections Corp.
3070 Lake Terrace
Glenview, Ill. 60025

Pixie Publications
T.S. Denison & Co., Inc.
5100 W. 82nd. St.
Minneopolis, Minn. 55437

Miscellaneous

Bullentin Board Aids, Helpful characters, Transparencies, Role-playing Equipment-Cash Register, play money & phone	L.A. S.S.	K-3	Media for Ed., Inc.
Cómmunity Workers Speakers	L.A.	K-3	Your Locality

2. Understands how interests develop

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Presenting Dynamo Power Kit	All subjects	K-3	Media for Education, Inc.
Youth Dynamics	All subjects	4-6	" " " "
Personal Awareness Program	All subjects	K-3	" " " "
Workers Series	" "	" "	" " " "
Filmstrips & Records			
None Recommended			
Filmstrips			
How to Develop Interest	S.S. L.A.	K-3	N.S.U. Film Library
Community Workers	S.S. L.A.	K-3	N.S.U. Film Library
Cowboy	L.A. S.S.	K-3	Singer
Kit			
Developing Understanding of Self and Others	S.S.	K-3	Am. Guidance Service, Inc.
Books with Cassettes			
None Recommended			

Books			
Community Workers	S.S. L.A.	K-3	Eye Gate
La. State Curr. Guide	S.S. L.A.	K-3	Classroom
Textbook (Beyond Treasure Valleys)	S.S. L.A.	K-3	Classroom (3rd Grade)
Bullentin Board Aids	S.S. L.A.	K-3	Media for Ed., Inc.
S.R.A. Biography Series	L.A. Sci.	K-3	SRA
That's What I Want to Be	L.A. S.S.	K-3	Career Ed. Resource Guide (Workshop Resource Lib.)
Pictures			
People We Know (Giant Size)	S.S. L.A.	K-3	Media for Ed., Inc.
Community Workers & Helpers	S.S. L.A.	K-3	" " " "
Catalogs			
None Recommended			
Miscellaneous			
Speakers	S.S. L.A.	K-3	Local Community
Elem. Indus. Arts Activities	S.S,S., L.A.	K-3	Classroom
Teacher Planned Field Trips	S.,SS.,L.A.	K-3	Classroom
Student-Teacher Interpersonal Relationships	All	K-3	Classroom
Role-Playing Equipment Business	L.A. S.S.	K-3	Media for Education

3. Examines Different types of Human Activities

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
None Recommended			
Filmstrips & Records			
None Recommended			

Filmstrips

Airplanes: Bob and Amy take an Airplane Ride	All Areas	K-6	(McGraw Hill)
Farm Life: Life on the Farm			(Brittannica File)
The Clothing Factory			" "
Ranching: Life on a Large Ranch			(McGraw Hill)
Life in a Large City			" "
The Fireman			" "
The Policeman			" "
The Mail Goes Through			(Filmstrip of the Month)
The Story of Cotton			(Singer Co.)
The Story of Wool			" "
The Story of Leather			" "
The Story of Rubber			" "
The Story of Bread			" "
The Story of Meat			" "
Johnny the Fireman			" "
Buddy the Little Taxi			" "
Our Auto Trip			" "
Choo-Choo The Little Switch Engine			" "
To the Seashore			(Eye Gate House, Inc.)
To the Zoo			" " " "
Where Our Daddies Work			" " " "
Getting Along with Your Family			(Singer Co.)
Chuck Learns About Sharing			" "
Learning How to be Liked			" "
Learning to Make Friends			" "
Transportation in the U.S.A.			" "
How Cloth is Made			" "

Films

Paper and Pulp Making	All Areas	K-6	N.S.U. Films
Airplanes: How They Fly			" "
Bullet with Edward Villella			" "
Better Use of Leisure Time			" "
City Bus Driver			" "
City Fire Fighters			" "
Apples: From Seedling to Market			" "
Appleseed Johnny			" "
Bicycle Safety			" "
Building a House			" "
Bus Driver's Helpers			" "
The Corn Farmer			" "
The Cotton Farmer			" "
Cotton: Picking and Ginning			" "
Dairy Farmer			" "
Dairy Industry			" "
Doctor, The			" "
The Farmer			" "
Farmer. Fisherman			" "
Finding Your Life's Work			" "
Finding Out About Rocks			" "

First Aid			N.S.U. Films
Food Cannery, The			" "
Forest Produces, The			" "
Story of Sugar			" "
Story of Steel			" "

Records

Sing'n Do Songs Album I 45 RPM a. Here come the Circus Parade b. I'm a Ding Dong . Ding Dong Choo-Choo c. I'm A Little Puppet d. My Little Puppy	Music,SS.	K-3	Educational Record Sales
Put Your Finger in the Air	Music,SS.	K-3	Columbia
Join into the Game			Bowmar
I Am a Circus	" "	"	Children's Record Guild
My Playful Scarf	" "	"	" " "
Honor Your Partner Al. 14	Prim. P.E.	"	Ed. Record Sales
RCA Rhythmic Activities Vo.3	" "	"	" " "
Nothing To Do			Bowmar
Patriotic Songs			"
Let's Be Firemen			Young People's Records
Let's Be Policemen			" " "
Good Manners Through Music			Ed. Records Sales

Books

Textbooks	All Areas	All	Each School
Baker Bill by Jean Bar	L.A.,S.	K-3	Whitman Pub. Co.
Park Ranger by C.B. Colby			Coward Pub. Co.
At the Bakery by Colonius			Melmont
Truck Drivers by Carla Green			Children's Press
I Want to Be a Train Engineer by Carla Green			Houghton-Mifflin
Lets Go to an Automobile Factory by Roger Butler			Putnam
What Happens When You Travel by Plane by Arthur Shay			Reilly & Lee
The Green Thumb Story by J. Fiedler	L.A. Sci.	K-3	Acquired by Teacher from "Lucky Book" Weekly Reader- Scholastic Book Service
Old Mac Donald Had a Farm by A. Graboff			
Play with Paper by Thea Band-Jensen			
What Do They Do When it Rains? by Norman Birdwell			
If you Lived with The Circus by A. McGovern			
Curious George Takes A Job by H.A. Rey			
Your Wonderful World of Science by M. & I. Freeman			
Little Raccoon and the Outside World by L. Moore			
The Cowboy by Peterson			

Gordon the Goat by Munro Leaf
Magnets and How to Use Them By P.J. Levine
Crazy Zoo by N. Birdwell
Let's Find Our About the Moon by Y. Tashiro
How to Be a Nature Detective by M. Slesam
What Makes a Shadow? by C.R. Bulla
Nothing to Do by Russell Hoban
Animal Doctors by Carla Green
Wilt Chamberlain by K. Rudeen

4. Differentiates types of work and leisure activities.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Presenting Dynamo Power	L.A.	K-3	Media for Ed, Inc.
Filmstrip & Records			
None Recommended			
Filmstrips			
Community Helpers (4)	S.S.	K-3	Media for Ed, Inc.
Films			
Chance to Play	S.S.	1,2,3	N.S.U. Film Lib.
Better Use of Leisure Time	L.A.	2	" " "
Fred Meets a Bank	S.S.	1,2	" " "
The Mailman	S.S.	2,3	" " "
Cassettes			
Career Edu. Prog. Vol. I (Cassette, Spirit Masters, Transparencies)	All	K-6	Houghton Mifflin
Books			
Come to Work With Us (Series) Sextant	S.S.	2	Houghton Mifflin
Our Working World (Series)	S.S.	1	Science Research Assoc
Families At Work(Study Prints)	S.S. L.A.	2	" " "
Family at Work and Play	S.S.	1,2	Singer Co.
Wango & Dango	L.A.	1,2	Classroom

5. Examines relationship between interests, occupations and leisure activities.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
None Recommended			
Filmstrips & Records			
None Recommended			
Filmstrips			
Raw Material of Steel Making	S.S.	Sp. Ed.	N.S.U. Lib. (Lab Sc)
The Chemistry of Iron	" "	" "	" "
Wheat for Bread	" "	" "	" "
Shoes	" "	" "	" "
The Brick Layer	" "	" "	" "
The Watchmaker Jeweler	" "	" "	" "
Messager Travel and Recorded	" "	" "	" "
King Cotton	" "	" "	" "
Machines Help Us Travel	" "	" "	" "
Other Industries & Products	" "	" "	" "
The Baker	" "	" "	" "
The How and Why of Keeping Food	" "	" "	" "
Films			
None Recommended			
Books			
Sextant Series by Jean & Ned Wilkinson		K-3	Houghton-Mifflin
Textbook: We are Neighbors The Baker Truck		2 & S.E.	Spec. Ed. School Text
Myself		K-3	Austin-Steck-Vaughn
Investigating Man's World family Studies		"	Austin-Steck-Vaughn
What Daddies Do by Rosenbaum	S.S.	1-3	Hallmark Children Study Prints (Chicago)
Family at Work and Play	S.S.	1-3	
Jimmy & Sue Meet Wango from Dango by Barbara Zimmerman		"	Career Dev. for Children Project

Kits			
Our Working World (Family at Work) SRA Elem. Kit			SRA
Portable Tool Center for Elem. Ind. Arts.	S.S.	K-3 & Sp. Ed.	Brodhead-Garrett 4560 E. 71 St. Cleveland, OH 44105

6. Adopts identity as that of "Worker"

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Presenting Dynamo Power	All	K-3	Media for Educ., Inc.
Filmstrips & Records			
None Recommended			
Films			
School Means New Ways-New Habits	S.S. L.A.	K-3	Campti Elem. Lib.
Learning to Be Unselfish	" " " "	" "	" " "
Country Store	" " " "	" "	N.S.U. Film Lib.
The Neighborhood Community	" " " "	" "	" " "
Books			
State Plan for Ed.	L.A.	" "	State Dept. of Ed.
Big City Workers by Vrecken-Urell	S.S. L.A.	" "	Grade 1 Classroom
The Community Where I Live by Pierce			Classroom
Childcraft (1972 edition)			Field Enterprises
The Kindergarten Guide			Classroom
Pictures			
People at Work	S.S.	" "	Classroom
Little Indian Pottery by A. Clark	S.S. L.A.	" "	Classroom
Miscellaneous			
Community Speakers	All	" "	Community
Field-Trips	All	" "	"

7. Understands how individual needs are met in work.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
How the Lollipop Dragon Got His Name-The Adventures of the Lollipop Dragon Series	L.A. S.S	K-3	Singer Co.
Filmstrips & Records			
Teaching Children Values (Records)	S.S.	K-3	Ed. Activ., Inc.
Filmstrips			
School Friends & Helpers (Urban Life Series SVE)	L.A. S.S.	K-3	Singer Co.
The Little Engine That Could (Sound)	S.S.	K-3	Singer Co.
Visiting the Farm	S.S.	K-3	McGraw-Hill
Kit			
Our Working World Kit	S.S.	K-3	SRA
Families at Work Lesson: Reward for Work p. 41			
School Friends & Helpers Life Series SVE	L.A.	K-3	Singer Co.
Kit A Card M-49 Building Pre-Reading Skills	L.A.	K-3	Ginn & Co.
Books			
Fathers at Work by Ruth S. Ranlaner	L.A. S.S.	K-3	
Pelle's New Suit by E. Beskow	L.A.	"	Harper & Row
Truck Drivers What they Do? by Carla Green	S.S.	"	Harper & Row
Show & Tell Books "My Friend the Fireman" "My Friend the Policeman" "My Friend the Doctor"	S.S. L.A.	"	David C. Cook Pub.
Policeman Small by Lois Lenski	L.A. S.S.	"	Doubleday
Amelia Bedelia by Peggy Parish	L.A.		Young Scott
Human Value Series "Myself" "Myself and others"	L.A. S.S.	"	Steck-Vaughn-Austin
Country Fireman by J. Beim	L.A. S.S.	"	Morrow
Pictures			
Learning about Values, Home and Community Helpers (Teaching Sets)	S.S.	"	David C. Cook

8. Understands the characteristics of grouping systems.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
None Recommended			
Filmstrips & Records			
None recommended			
Films			
Solids, Liquids, and Gases	Science	2-3	NSU Film Lib.
Filmstrips			
a. Taking a Group Apart b. Count to Find Out c. Groups of 2 to 10 d. Putting Groups Together	Math	K-2	Eye Gate
Books			
Laidlaw Arithmetic Textbook	Math	1-3	Classrooms
Science Textbooks Concepts in Science by Brandwein	Science	2-3	Classrooms
Take a Number by J. Bendick & M. Levin	Math	2-3	McGraw-Hill
The Golden Book of Science by B.M. Parker p. 11-21	Science	1-3	Siman-Schuster
Science Activities from A to Z by H. Challand & E. Brandt p. 100 comparing gases p. 74 purifying water	Science	3	Northwestern Lab School
Miscellaneous			
Chairs, books, pencils, crayons, blocks, etc. to illustrate sets.	Math	1-3	Classroom
"Counters" can be used to illustrate base systems.	Math	1-3	
Denison Bullentin Board Kit on "Money"	Math	1-3	T.S. Denison Co.
Autoharp Melodica & Rhythm Sticks	Music	K-3	

9. Understands concepts of goods, services, consumers, and products.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Workers Series	S.S.	K-3	Media for Education, Inc.

Filmstrips			
Community Helpers	S.S.	K-3	Eye Gate
Community Workers & Helpers (Pictures)	S.S.	"	" "
Community Helper Series	S.S.	"	SVE
Trips Series	S.S.	"	Eye Gate
Record			
People in your Neighborhood	S.S.	"	Sesame Street
Kits			
Our Working World (Families; Neighbors; Cities--Act. Book & Records)	S.S.	"	SRA
Books			
Schools, Families & Neighborhoods	S.S. :	K-1	Field Enterprises
Come to Work with Us: 12 Books and manual	Reading	K-3	
"I Want to Be a . . ."Series	L.A. S.S.	1-3	Houghton-Mifflin
Community Helpers Activities: (Posters, Activities for duplicating stories, etc.-Instructor Curr. Materials	S.S.	K-3	Instructor Curr. Material
What Will It Be From A to Z	L.A.	K-3	National Dairy Council
Miscellaneous			
Paper Bag Puppets (Patterns for policeman, postman, etc.)	L.A., Art	K-3	Fearon Publishers

10. Understands how goods and service producers are interrelated.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
None Recommended			
Filmstrips & Books			
Our Working World (#2,3, & 18)	All	K-3	S.R.A.
Filmstrips			
Families Work Together	L.A.	"	Eyegate
Ants "Tunnel Building"	L.A. S.S.	"	Film Loop-Ealing
Films			
Your Family & Family Life	L.A. S.S.	"	N.S.U. Film Lib.
Books			
Your World "Let's build a house"	L.A.	"	Taylor Pub. Co.

Lucy & Tom's Day by Hughes	Math & L.A.	"	Scott Pub. Co.
Ready! Go!	L.A.	"	Textbook

11. Understands that production of most goods and services involves a "family" type of effort.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
See Kits			
Filmstrips & Records			
See Kits			
Filmstrips			
Big City Workers (U.S.A. Series)	L.A. S.S.	K-3	Eyegate
Helpers in Our Community	" "	"	Coronet
Field Trips Out of the Ordinary "Oceanography"	S.S. L.A.& Science .	1-6	Eyegate
Animal Friends Series	S.S. L.A.	K-3	Singer Material Center
Little Mailman of Boyberry Lane			
Mr. Bears House			
Hide Away Puppy			
Chester, the Little Pony			
Community Workers & Helpers	L.A. S.S.	K-3	Singer
Group 1-School workers Library workers Supermarket Doctor's Office			
Group 2-Dept. Store Hospital Fire Dept. T.V.			
Food & Food Helpers Filmstrips & Prints	L.A. S.S.	K-3	Singer
Happy, Safe & Healthy PSSP 1400	" "	"	"
We Help & Share			
Things We Care About			
Where Did It Come From	L.A. S.S.	K	Eyegate
Bread, Meat, Shoes, Books & Magazines			
Lumbering & Fishing		K-3	Eyegate
Plants & Animals, How they Help Each Other			Your Lesson Plan Filmstrip
The Mail Goes Through			Filmstrip of Month
Kits			
Developing Understanding of Self and Others Kit-Book 2 Stories Units V-VIII	L.A. S.S.	K	Am. Guidance Serv., Inc.

SRA Kit-Families, Neighbors, Cities,	L.A. S.S.	K-3	SRA
Workers Series	L.A. S.S.	K-6	Media for Educ., Inc.
Families Have Fun Let's Meet Some Families Families Work Together	L.A. S.S.	K-3	Eyegate

Books

Come to Work With Us (Series) T.V. Station, Newspaper, House Construction, Dept. Store, Hospital an Airport, bank, hospital, aerospace, toy factory, dairy, tel. co.	L.A. S.S.	K-3	Houghton-Mifflin
Hitch & Soreson-Conservation and You.	S.S. L.A.	1-3	
Lent, H.B. The Automobile U.S.A.			Dutton
Schull, D. Gov't at Work			Sterling
Shapp, M & C Lets Find Out About Houses			Houghton-Mifflin
Urill, C. Big City Transp.			
Colinas, So You Want to Be a Teacher			Melmont
Knight, D.C. Let's Find Out About the Telephones			
Greene, C. Doctors & Nurses--What do they do?			Harper & Row
Sootin, L. Let;s Go to a Bank			Putnam
Mergandahl, T. What Does A Photographer Do?			
Chanaler, C. Strange Lives of Master Artists			
Goldwater Bridges & How They Are Built	S.S. L.A.	3	Hall Codmus
Bate Who Built the Bridges	" "	3	Scribner
Bate Who Built the Highways	" "	3	Scribner
Ipcar Ten Big Farms	" "	K-3	Knopf
Bishop Five Chinese Bros.	" "	K-3	
Shonnan About Ready to Wear Clothes	" "	2-3	Melmont
Russel Sugaring Time	" "	K-3	Abingdon
Colby Night People	" "	K-3	Coward
Buehr Meat: From Ranch to Table	" "		Morrow
Newman About People Who Run Your City	" "	K-3	Melmont
Robinson Fun With Your Family	" "	K-1	
Hogan Eighteen Cousins	" "		Parents
Gates, Peardon The Surprise Box		1	MacMillan
Little Red World Book-Childcraft Vol. 3,4,5,8			Field Enterprises
Beim Twelve O'Clock Whistle (Discusses Assembly Line)	S.S. L.A.	K-3	Morrow

Learning Time with Lang. Experiences for Young P186 "Workers in our Neighborhood, p. 186 Daddies	S.S. L.A.	K-3	McGraw-Hill
Rhymes for Fingers & Flannel-board, Scott 1. "Five Little Sailors" 2. "Five Strong Policemen" p.25 3. "Five Little Busy Bees" p.97	" "	"	Webster
Your World Series 1-4	S.S. L.A.	K	Taylor Pub. Co.
Scoby Teaching Children About Technology			
Minnemost-Numeration "Ugboo"	Math	K-1	Univ. of Minnesota

Records

90 Million Raindrops (filmstrip)	L.A. S.S.	K-3	U.S. Postal Service
Cowboys, (Childrens Press)		"	Singer Co.

Films

Coal Mining-Dependence on Coal & Iron Workers		K	Curriculum Filmstrips

Picture Sets

School Friends & Helpers	L.A. S.S.	K-3	Singer Co.
Community Helpers PSSP-400 (Police, Fire, Postal, Dairy, Supermarket, Hospital)	" "	"	" "
Urban Life PSSP-500 (A Family at Work & Play) (School Friends & Helpers) (Neighborhood Friends & Helpers) (Keeping the City Clean & Beautiful) (Moving Goods for People in the City)	" "	"	" "
Living With Your Family	" "	"	" "
Neighborhood Friends & Helpers	" "	"	" "

Miscellaneous

Cassette Recorder			
Filmstrip Projectors			
Listening Center			
Work Bench & Real tools for K (Sandpaper, etc.)			
Standing Mirror			
Play Money			
Playschool Match-up "People & Jobs"		K	David C. Cook catalog p. 23 ($5.95)

12. Examines the Nature of a job "family"

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips			
I Want to Be a Nurse		K-3	Children's Press FL5
Films			
Policemen at Work		"	Coronet Films
Helpers in Our Community		"	" "
Books			
Sextant System, Inc.			
The Sextant Series	L.A.	K-3	Houghton-Mifflin
Let's Go to the Post Office	S.S.	K-3	G.P. Putnam's Sons
Let's Go to the Airport	"	K-3	" " " "
Our Working World	Rd., S.S.	K-3	SRA
Early Years	" "	K-3	Early Years One Hall Land Daien, Ct.
World of Work Program	" "	K-3	World of Work Pgm. Soc. Ed. State Dept.
Elementary School Ind. Arts	" "	K-3	Interaction Technology for Children

13. Understands that Grouping Can help in organizing information about interest and occupations.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips			
Coal, Where We Find It & How we Mine It	Sci, S.S. L.A.	K-3	Campti Lib.
Films			
Iron Product of the Blast Furnace	L.S.	K-3	N.S.U. Film Lib.
Books			
The First Book of Mining	L.A.	K-3	Campti Lib.
Come Work Series (12 Books see previous listings)	L.A. S.S.	K-3	Houghton Mifflin

14. Understands that information about an occupation can be organized using more than one group at a time.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Community Workers & Helpers	L.A. S.S.	K-3	Singer Co.

Group I	School Workers
	Library "
	Supermarket "
	Doctors Office
Group 2	Dept. Store Workers
	Hospital "
	Fire Dept. "
	T.V. Workers

SELECTED CAREER DEVELOPMENT RESOURCES CORRELATED WITH TEACHER STATED OBJECTIVES IN CHAPTER I.

Intermediate Level Objectives (4-6)

1. Understands the terminology used for self-appraisal and self-understanding.

Resource Materials	Subject Correlation	Recommended Grade	Accessibility
Filmstrips & Cassettes			
Youth Dynamics	L.A. S.S.	4-6	Media for Educ., Inc.
Filmstrips & Records			
Learning to Live Together Part 1 & 2	L.A. S.S. Health	4-6	Singer Co.
Filmstrips & Records			
Values for Teenagers	L.A. S.S.	6	St. Matthew's Lib.
Filmstrips			
"Who Am I?"	L.A. S.S. Health	5-6	Singer
"Am I Trustworthy"	S.S.	4-6	See Seattle Career Ed. K-6
Records			
"The Search for Self"	L.A. S.S. Health	5-6	St. Matthew's Lib.
Kits			
"Your Abilities" #51162	S.S. L.A.	5-6	SRA
Books			
"Planning Your Job" p 22-31 (SRA Jr. Guid. Series)	S.S. Eng.	5-6	SRA
"All about You" #5731 (SRA Jr. Guid. Series)	Rd. Eng. S.S. Health	5-6	Houghton Mifflin
"How to Behave and Why" by Munro Leaf	S.S. L.A.	4	J.B. Lippincott Co.
"Why you Get Sick and How To Get Well" by Ilse Goldsmith	Health S.S.	4-6	Sterling Pub. Co.
"Your Future As a Model" by Gillis Macgill	S.S. L.A.	4-6	Rosen-Richards
"The Human Values Series"	S.S. Health	4	
"Myself" (Book & Posters)	S.S. Health	4	Steck-Vaughn
"Planning Your Future Job" p. 31 Person. check list	S.S.	5-6	SRA
Kit			
"Improving Your Relation-ships	S.S. L.S. Health	6	SRA

2. Understands that interests may vary at different points in life.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrip and Records			
"Florence Nightingale and the Founding of Prof. Nursing"	Health Sci. Reading	4-6	Natch. Par. Lib. #371.42
"Marie Curie & the Story of Radium"	Health Sci. Reading	4-6	" " " #371.42
"Walter Reed & the Conquest of Yellow Fever"	"	4-6	" " " #371.42
Filmstrips			
"Patterns of Behavior"(Series)	All	4-6	Eyegate
"Character Formation" (Set)	L.A.	4-6	Bailey Films, Inc.
"Developing Basic Values" (Series)	L.A.	4-6	Singer
"Developing Your Personality"	Rdg.	4-6	Encyclopedia Brittanica
"What Do You Like to Do?"	L.A. Rdg.	4-6	Singer
"Who Are You?"	L.A. Rgd.	4-6	Singer
"Your Search for Self"	Rdg.	4-6	Popular Science Audio-Visuals
"Preparation for the World of Work"	All	4-6	Guidance Associates
Films			
"Interests Pay Off"	Sci., S.S. Rdg.	4-6	Career Opportunities I Kit Popular Science Audio Visuals
"John Glenn Story"	Rdg. L.A. Sci.	4-6	Free Ed. Guid. Materials Natch. Par. Lib #371.42
Kits			
"What I Like To Do"	L.A.	4-7	SRA
"Widening Occup. Roles Kit"	Rdg. S.S.	6 up	SRA
"Discovering Differences"	Rdg. L.A.	4-6	SRA
"Studying Human Behavior"	Rdg. Sci.	6	SRA
"All About You"	Rdg.	4-6	SRA
"Exploring Your Personality"	Rdg.	4-6	SRA
"Your Personality and Your Job"	Rdg.	4-6	SRA
Records			
"When I Grow Up"	L.A. Rdg.	4-6	Young Peoples' Records
"Career Development Series"	Rdg. S.S.	4-6	Palmer Pub.
"Exploring the World of Work" (Tape)	Rdg. L.A.	4-6	Valient, Inc.
Books and other Printed Materials			
Boyhoods of Great Composers by Catherine Gough	Rdg.	5-6	Walck
Leaders, Dreamers, and Heroes	Rdg., Sci. L.A.	3-6	Education Reading Services

Jr. Guidance Series Booklets	Rdg	4-6	SRA
Painted Rock to Printed Page by Frances Rogers	Rdg. S.S.	5-6	Lippincott
The Story of Sports by Frank Jupo	Rdg. P.E.	6	Dodd, Mead & Co.
What Could I Be? by Walter Lifton	Rdg. L.A.	5,6	SRA
Charting Your Job Future by Lambert Gilles	Rdg. L.A.	4-6	SRA
Textbook: About All of Us pp 108-109, 121-127	Rdg. Health	6	Basic Text in School
And Now Miguel by Joseph Krumgold	Rdg.	4-6	Crowell
Family Sabbatical by C.R. Brink	Rdg.	4-6	Viking
Island Summer by Hazel Wilson	Rdg.	4-6	Library
Kip Catches Up	L.A.	4-6	Natch. Par. Lib. #371.42
Building Big Leaguers	L.A. Math	4-6	Natch. Par. Lib. #371.42
Information Concerning Geophysics	Scs. Rdg.	4-6	" " " #371.42
Photography as a Career	Rdg.	4-6	" " " #371.42
Your World of Work	Rdg. S.S.	4-6	" " " #371.42
American Private Enterprise	Rdg.	4-6	" " " #371.42
The Person I Am by G.H. Asquith	Rdg.	4-6	" " " #242.6
How I Feel by J. Brehens	Rdg.	4-6	" " " #XF
Personality by M. Daly	Rdg.	6	" " " #301.43
Test: General Interest Survey (Kuder Form E)		6 up	SRA
Aptitude, Adjustment, Attitude and Interest		4-6	McGraw-Hill

3. Analyzes how abilities shape interests

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Job Attitudes: "Trouble at Work" (Set of 4/2 bonded)	Health, S.S. Math, Sci. L.A.	4-9	Guidance Associates
Job Attitudes: "A Job that Goes Someplace (Parts 1&2)	Same as Above	3-6	" "
On the Job: Four Trainees Parts 1,2,3, & 4	L.A. S.S. Sci.	5-8	" "
16 MM Films			
"So you Want to be On the Team"	P.E. L.A. Sci.	6-12	Houghton-Mifflin's Voc. Film Co.
"Children Growing Up With Others"	P.E. L.A. Sci.	3-6	Northwestern Film Library

Records			
"Postal Improvement Act. for All Ages"	P.E. L.A. Sci.	K-12	Educational Activities Inc.
"Rope Jumping & Ball Handling"	P.E. L.A. Sci. Math	K-9	Educational Record Sales
Books and Other Printed Materials			
S.R.A. Jr. Guidance Series #5-1024 pp 17-21	All	6-10	SRA
Same #5-1162 pp 3-40	All	5-12	"
Kimbrell, Grady & Vineyard "Activities for Succeeding in World of Work" Student pp 95-96	Teachers Ref. pp 111-137	4-8	NSU Elem. Lib.

4. Analyzes how values shape interest.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Adventures with Number Series Mathematics 113000	Arithmetic	5-6	McGraw-Hill
The Earth and Its Neighbors in Space #8410	Science	4-6	Encyclopedia Brittanica
Books and other Printed Materials			
Values and Teaching by Raths, Harmin Simon	Health & S.S.	4-12	Merrill
Role Playing for Social Values Shaftel & Shaftel	Health & S.S. & Sci.	4-6	Prentice Hall
Our Values Arnspiger, Brill, Rucker	Health, Sci.	4	Steck-Vaughn
Community Health Series #400053	Health	4-6	McGraw-Hill
Modern Arithmetic #643114 Set # 1	Arithmetic	5-6	McGraw-Hill

5. Demonstrates an awareness of the continuing process of change that characterizes maturation.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Making Friends	S.S. Hmr.	4-6	Campti Library
Film			
About the Human Body	Health, P.E. Sci.	4-6	N.S.U.

Kit			
Focus on Self-Development Stage 3 Involvement #5-3760	All	4-6	SRA
Books and Other Printed Materials			
Career Exploration & Planning Chpt. II	All	4-6	SRA
Finding Out About Ourselves	S.S. Sci. Health	4-6	"
Our Hormones & How They Work	Health, Sci.	4-6	Campti Library
You're Maturing Now	Guid. S.S.		SRA
All About You	S.S. Sci. Health	4-9	SRA
A Girl Grows Up by R. Fedler	Health, Sci. Guid.	6-9	McGraw-Hill

6. Formulates present self-identity reflecting knowledge of own interests, abilities and values.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Kit			
Career Ed. Program Vol. I K-6 Unit 1, Grade 4	Guidance	4	Houghton-Mifflin

See Page 12 for Additional Resources under this.

7. Judges the validity of own self-identity.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
You the Human Machine	L.A. S.S. Hlth. Math	5	Encyclopedia Britannica Press
You the Human Being	Same		" " "
Food, Series	Same		Singer Co.
Clothing, Series	Same		" "
Take Care of Your Health	Same		Eye Gate
Houses	Same		Curriculum Filmstrips
Visit to Lumber Camp	Same		Filmstrip of the Month
Kits			
"Careers Involvement-Self Development"	L.A.	4-6	SRA
Achievement Unlimited: Enchancing Self-Concept Through Improvement of Academic, Motor & Social Skills	All Areas	K-6	"
Elem. Experience Learning Program	All Areas	K-12	Brodhead-Garrett 4560 E. 71 ST Cleveland, Ohio 44105

Books and other Printed Materials			
I Want to be Series	L.A. S.S. Guid.	5	Harper & Row
Let's Go to	Same	5	G.P. Putman's Sons
Park Ranger Series	Same	5	Coward McCan, Inc.
A Book About Me	Same	5	Reilly & Lee Co.
Lafayette, La. Career Ed. Curr.	Same	All	Lafayette Parish
Rockwell Power Tools Inst. Vol. 20, #1 1972-73 "A Technological Exploration" p. 3-6	All Areas	K-6	Exploratorium Summit County, Ohio
"Curriculum Correlated Career Awareness" Pilot Magnolia, Ark.	All Areas	1-4	Workshop Participants
State Plan for Career Educ. 1973	All Areas	K-12	La. State Dept. of Ed.
"Come to Work With Us In" by Jean Wilkinson	All Areas	K-6	Houghton-Mifflin

8. Becomes more aware of "Social Self"

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Getting Along with Others	S.S. Health	4-6	Singer Co.
Learning How to be Liked	" " "	"	" "
Chuck Learns About Sharing	" " "	"	" "
Books			
Getting Along With Others By Helen Shoster	S.S. Health	4-6	SRA
Friends of Themselves pp 17-23 by Clapp & Erwin	Health	4-6	Christopher Pub.--Boston
Looking at Yourself pp. 51-55 by Norah Smeridge	Health	4-6	Abrigdon Press

9. Analyzes the ways his self-understanding helps him relate to others.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
One Family at Home	S.S.	4-6	Curriculum Filmstrips
Early Communication	S.S.	4-6	" "
Records			
Good Morning Mrs. Miller	L.A. Hlth	4-6	Educ. Activities, Inc.
Kits			
Discovering Yourself	L.A. Hlth	4-6	SRA
What I Like To Do	S.S.	4-6	"
What Could I Be	S.S.	4-6	"

Books and other Printed Materials			
State Curriculum Guides	All	4-6	Principals' Offices
Why Live Where We Live by Evans	S.S.	4-6	Little-Brown
What Makes Me Feel This Way	L.A. Hlth.	4-6	Macmillan
Helping Children Get Along in School	Health	4-6	SRA

10. Understands how Man's basic requirements (needs) result in the development of a culture.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips & Cassettes			
Families Around the World	S.S.	K-6	Eyegate (1973)
How We Build Things	All	4-6	Eyegate (1973)
Filmstrips			
Wheat for Bread	Sc. S.S.	3-5	Eyegate
The How & Why of Keeping Food	Aci.	4-6	"
Films			
Why Work	4-12		Houghton-Mifflin
Jobs and Making a Living (4 films)	S.S.	3-6	Educational Proj. Corp.
Trade Development (2 films)	All	1-6	" " "
Processing Packaged Foods (2 films)	All	1-6	" " "
Kits			
Youth Dynamics	Rdg. L.A.	4-6	Media for Ed. Inc.
Books & Cassettes			
Working with a) Families, b) Neighbors, c) Cities	Rdg. S.S.	1-4	SRA
Books and Other Printed Materials			
Beginning Sextant Series	Sci., Rdn. S.S. L.A.	4-5	Houghton-Mifflin
Your World Series	Rdg. S.S.	3-5	N.S.U. Elem. Lib.
Regions & Their Needs	Rdg.	4-5	Silver, Burdette
Our Working World	S.S. Rdg.	3-6	SRA
Come to Work With Us Series	Rdg. S.S.	3-6	Houghton-Mifflin
My Career Planner (Folder)	All	4-12	Houghton-Mifflin
The How & Why Wonder Book of Mcns.	All	6-12	Grosset & Dunlap
Construction for Elem. Grades	Sc.	1-6	Roayele Pub. Co.
Our Family of Man	S.S.	1-6	Harper & Row
Miscellaneous			
Pictures: People & Their Needs	S.S.	4-5	Laidlaw & Comp.
Puzzle: Crossword Puzzles	L.A. S.S.	3-6	Media for Educ. Inc.

11. Understands that the world of work is composed of occupation units (factories, institution, enterprises, etc.) designed to meet cultural needs.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Families in Action (Series)	S.S. Hlth.	4-6	Eye Gate
Industries of Norway	S.S.	4-6	" "
The Land & People of Norway	S.S	4-6	" "
Industries of Sweden	S.S.	4-6	" "
Land & People of Sweden	S.S.	4-6	" "
Denmark: The Land and People and Industries	S.S.	4-6	" "
Afghanistan	S.S. Rdg.	4-6	" "
Burma: The People & Cities	S.S. Rdg.	4-6	" "
Thailand: The Cities	S.S. Rdg.	4-6	" "
Job Family (Series)	S.S.	4-6	SRA
America: Land of Change	S.S.	6	SRA
The Factory: How a Product is Made	S.S.	4-6	BFA Educ. Media
World of Work Series	S.S.	4-6	Eudcational-Craft, Inc.
Our Changing World	S.S.	4-6	San Diego County Dept. of Educ.-Audio Visual Dept.
Career Description	S.S.	4-6	Avid Corp.
Career Opportunities	S.S.	4-6	Popular Science
The British Isles: Industry and the United Kingdom	S.S. Rdg.	6	Carencro Elem.
Farming in Japan	S.S. Rdg.	4-6	Filmstrip House
Fishing in Japan	S.S. Rdg.	4-6	" "
Exploring the World of Work	S.S.	4-6	Delta Media, Inc.
Careers are for Girls, Too	S.S.	4-6	Delta Media, Inc.
How Do We Get Our Clothing	S.S. Rdg.	4-6	Society for Visual Ed.
Films			
People We Know	S.S. L.A.	4-6	Guidance Associates
Careers in Recreation	Hlth. P.E.	4-6	SRA
People are Different & Alike	Rdg.	5	SRA
People Around Us	S.S.	5	SRA
The Wonderful World of Medicine	S.S.	5	SRA
What Does A Policeman Do?	S.S.	6	SRA
Women in the World of Work	S.S.	4-6	Houghton-Mifflin
Opportunity-Everywhere	S.S.	4-6	Houghton-Mifflin
Fathers Go Away to Work	S.S. Rdg.	3-5	Pat Dowling Pictures
Eggs to Market	S.S.	4-6	Film Associates of Calif.
Foods from Grains	Rdg. S.S.	4-6	Coronet Films
Grain Merchants	" "	4-6	Educators Guide to Free Guidance Material
The Most Important Business in the World	S.S.	4-6	Educators Guide-Library
Fathers Work, Mothers Work Too	S.S. Rdg.	4-6	Imperial Films

Industrial Education in Your Future	L.A. S.S. Rdg. Hlth.	4-6	Educator's Guide
Why Do People Have Jobs They Have	Rdg. S.S.	4-6	La. State Employment
Where and How People Live	S.S.		Bailey Films
Kits			
Widening Occup. Roles Kit	L.A.	4-6	SRA
Tapes and Transactions			
Women of Destiny	Rdg. S.S.	4-6	Educational Reading Service
Development of Trans. in the U.S.	" "	4-6	Encylopedia Brittannica Films
Books and Other Printed Materials			
Man and His Changing Culture	S.S.	6	Classroom
Our Working World	S.S.	4-6	Reading Media Center
Occupational Guides	S.S. Rdg. L.A.	4-6	Educator's Guide
The New World of Iron & Steel	Rdg.	6	Edward B. Tracy
Early American Crafts	"	"	C.B. Colby-McCann, Inc.
Living in Our Country & Other Lands	"	"	Coward, Inc.
Our Big World	"	"	Macmillian, 1968
Afro-Americans Then & Now	"	"	Silver Burdett, 1968
Agriculture: Man & the Land	"	"	Benefic, 1971
Concepts and Inquiry set	"	"	Allyn and Bacon, 1971
Industry: Man & the Machine	"	"	" " " "
Investigating Man's World	"	"	Scott, Foreman, 1970
One World	"	"	Educaids, Inc. 1973
Encyclopedia of Careers	"	"	Educator's Guide
What They Do?	Rdg. S.S.	4-6	Reading Media Center
School Subjects and Jobs	" "	"	SRA
Occupational Outlook Handbook	" "	"	SRA
Exploring the World of Work	"	4	SRA
World Cultures Past & Present	"	5	SRA
The World Around Us	"	5	SRA
Career Guidance Practice in School and Community	S.S.	6	SRA
More Hands for Man: The Story of the Industrial Revolution	Rdg. S.S.	4-6	John Day Co., Inc.
Politicians and What They Do	" "	4-6	David Botter
Workers Long Ago	S.S.	5	Baker & Downing
The Changing New World	S.S.	5	Silver Burdett, 1967 p. 65

12. Categorizes various occupational units in relationship to three types of cultural needs.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips & Cassettes			
Adventures in the World of Careers "You Begin to Wonder"	Eng. S.S.	4-6	Delta Media

Filmstrips

SRA Filmstrips on City Government	L.A. S.S.	4-6	SRA
Some Neighborhood Helpers World of Work	L.A. S.S. Health	4-6	Eyegate
The Dentist, The Librarian Community Helpers	L.A. S.S. Health	4-6	Long Filmslide Service
Community Helpers #ELK-1	L.A. S.S.	4-5	Media for Education, Inc.
People Who Organize Facts Bakery, Firewomen Automotive Researcher T.V. Sports Editor	L.A. S.S.	5-6	St. Matthew's Library
People Who Help Others Community Organizer Day Care Worker Physical Therapist	Sci.	5-6	Guidance Associates
Adventurers in the World of Careers You Begin To Wonder Careers Are For Girls, Too!	S.S. L.A.	4-6	Delta Media
Job Opportunities Now	Math, L.A.	6	Singer Co.

Films

Bill Garman, Twelve-Year Old Business Man	Math, S.S.	5-6	Frith Films

Filmstrips & Records

Image Makers (10 FS&Records)	All	5-6	Eyegate

Puzzles

Crossword Puzzles Career Prog.	L.A. S.S.	4-5	Media for Educ. Inc.

Transparencies

Great American Negroes (6 Overhead Trans.)	All	6	Singer, Co.
SRA Jr. Guidance Series 116 #5-1180 "School Subjects and Jobs"	All	4-6	SRA

Books and Other Printed Materials

Wonderful World of Work Series	S.S. Eng.	4-6	State Guide B-20
Guidance Series Booklet 5-1180	L.A. S.S.	5-6	SRA
I Want to be ... (Series)	Rdg. S.S.	4-5	Houghton-Mifflin
A Weed Is a Flower by Aliki (Life of George Washington Carver)	All	4-5	Prentice-Hall
Trailblazer by J.M. Pitrone (Life of Francis Davis)	All	6	St. Matthew's Lib.
What Happens When You Put Money in the Bank? by Arthur Shey	Math	4-5	Reilly & Lee (1967)
Your World Series (Series 4) Let's Visit the Newspaper Let's Visit the Telephone Co.	S.S. L.A.	4-6	Taylor Pub.

13. Examines work in relation to the enviroment in which it takes place.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Where People Live and Work	S.S.	4-6	Visual Educ. Consultant
Louis Pasteur & The Germ Theory of Disease	Sci. Hlth.	"	Natch. Par. Lib. #371.42
So You Want to be a Home Appliance Service Technician	S.S. Math Rdg.	"	Houghton-Mifflin
So You Want to be on the Team	Same	"	" "
Careers in a Large Industry	Rdg.	"	" "
Workers Series	All	"	Media for Educ. Inc.
Films			
Futures in Oil	Sci. S.S. Rdg.	"	Natch. Par. Lib. #371.42
Glassmakers	Same	"	Same as above
Grain Merchants	S.S. Hlth	"	" " "
Horizons Unlimited	Rdg.	6 up	" " "
In a Medical Laboratory	Hlth. Rdg.	4-6	" " "
Invisible Diplomats	L.A. Rdg.	"	" " "
It's Your Challenge	Hlth. Sci.	5-6	" " "
Jobs in Atomic Energy	Sci.	4-6	" " "
Lonely Warriors	" S.S.	"	" " "
Miracles From Agriculture	Sci.	"	" " "
Passport to Program	Sci.	"	" " "
Physician & Surgeon, D.O.	Hlth. Sci.	"	" " "
A Special Breed	Hlth. Sci.	"	" " "
This is Pharmacy	" "	"	" " "
Vehicle Maintenance Story	L.A. Sci.	"	" " "
Your Career In Agriculture	S.S. Sci.	"	" " "
A Place to Get Well	Hlth. Sci.	"	" " "
Books and Other Printed Materials			
Behind the Scenes in Motion Pictures by David C. Cook	S.S. Rdg.	5-6	" " " #791.43
Behind the Scenes in a Supermarket by Ruby W. Sanders	S.S. Math	5-6	" " " #664
Teaching Units in Social Sciences by J.U. Michalis	S.S. Rdg. Sci.		Rand McNally Co.
Our Working World, Cities at Work, by Lawrence Senesh	Rdg. S.S.	4-6	SRA
Challenge of Real Estate	Rdg. Math	5-6	Natch. Par. Lib. #371.42
Health Career leaflets	Health	"	Same as above
Horticulture-A challenging Career	Sci.	"	" " "
Jobs with the Forest Service	Sci.	"	" " "
Library	L.A. Math	4-6	" " "
Oil in the Market Place	Sci. S.S.	5-6	" " "
Photography as a Career	Art., Rdg.	5-6	" " "

Teacher's Kit for the Study of R.R. Transportation	S.S. L.A.	4-6	Natch. Par. Lib #371.42
Tommy Looks at Farming	Sci. S.S. Art	4-6	" " " "
Your Career in Textiles	same	4-6	" " " "

14. Understands that people engage in occupations for a variety of reasons.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips			
Why Do People Work?	S.S. L.A. Rdg.	4-6	Visual Educ. Consult.
Our Neighborhood Helpers (6)	L.A. Math Sci. P.E. Art	K-6	Trindl-King Production
Our Community Helpers	Same as above	K-6	" " "
Getting and Keeping Your First Job	L.A.	4-12	Guid. Associates
Films (16mm)			
Careers for Girls	All	4-12	N.S.U. Film Lib.
Why People Have Special Jobs	All	4-12	" " "
Careers in Health & P.E.	L.A. Hlth	6-12	" " "
Tapes			
Our Neighbors on the Farm TR31	L.A. Sci.	K-4	NSU (Warren Easton)
Books and Other Printed Materials			
Careers in the Building Trades by S.H. Kasper	L.A. Math Sci.	6-12	St. Matthew;s H.S. Lib.
Occupational Work Experience (Teachers Handbook)	All	6-12	State Dept. of Educ.

15. Engages in a wide range of occupationally related and leisure activities.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Film			
"Why Work"	Care. Ed.	All Grades	NSU
Books and other Printed Materials			
Industrial Arts Bul. #1207	Care. Ed.	4-8	Dept. of Education
Experience Learning	Sci. Hlth. Math	5-6	Experience Learning
Come To Work With Us (Series) In a Dairy In a Newspaper	Hlth. Sci.	4-5	Houghton-Mifflin
State Curriculum Guides	All	4-6	Dept. of Education
Eye Gate Catalog	All	All	Eyegate

16. Becomes aware of individual responsibility for orderly development.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrips & Cassettes			
Widening Occupational Roles Kit WORK Program	All Areas	5-9	SRA
Filmstrips & Records			
Learning to Be Unselfish	All Areas	4-6	Campti Library
Learning to Be Forgiving	" "	"	" "
Learning to Use Money Wisely	" "	"	" "
Learning to Live and Work Together	" "	"	" "
Filmstrips			
Me, Myself and I	S.S. Guid.	4-6	Eyegate
Living Together in School	All	4-6	Campti Library
How to Study	HR, Eng. S.S.	4-6	Campti Library
Record			
Beginning Sports Series	P.E. Hlth.	1-8	Campti Library
Film			
Are Manners Important	Hlth. Guid.	5 up	NSU
Books and Other Printed Materials			
Manners Are for You Series	Hlth. Eng.	4-6	Visual Ed. & Visual Arts
Good Citizens Cooperate with Others	S.S. P.E. Guid.	4-6	Campti Library
A Boy Grows Up By McKown	S.S. Guid.	6 up	McGraw-Hill
Miscellaneous			
Crossword Puzzle Career Prog.	All Areas	4-6	Media for Ed. Inc.
Transparencies & Spirit Masters- Career Education Program Vol. I	All Areas	4-6	Houghton-Mifflin

17. Demonstrates that he is in charge of becoming himself.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Films			
How Do You Feel	Hlth. P.E.	4-6	Imperial Films
Are Manners Important?	Hlth. Guid.	5 up	NSU
Books and Other Printed Materials			
Planning Your Job Future SRA Jr. Guid. Kit	L.A.	4-6	SRA Jr. Guid. Kit
Career Ed. Program Guide Vol. 1 K-6 Unit 1 Gr. 5	S.S.	5	Houghton-Mifflin

Magazine: Teacher-Feb. 1973 pp. 39-48	Sci. S.S.	4-6	Teacher-Local School Lib.
Child Craft Vol. 10	Art	4-6	Field Enterprises Ed. Corp.
About Yourself (Manual)	Health	5	Campti Elem.
Our Changing Nation and Its Neighbors (Manual) pp. 253-259	S.S.	5	Classrooms-5th grade s.s.
Crossword Puzzle Career Prog.	All Areas	4 up	Media for Ed. Inc.

18. Understands that Career Development is an ongoing, continuously patterned process.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Kit			
SRA (New 1973) Our Working World Widening Occupational Roles	S.S.	K-4	SRA
Books and Other Printed Materials			
Early Childhood Elem Ed. Sp. Ed. 1973074 Manipulative Careers	Math L.A.	5	Jasper Ewing & Sons
Loops--Shop Skills Career Guid.	L.A. Sci. Art S.S.	5	Univ. Edu. & Visual Arts
Career Ed. for Career Dev. 1972	All	All E.	Educ. Proj. Coor.
Bowmar-Careers	S.S.	3-12	Bowmar-Careers
Bullentin-Marland Career Ed. Career Awareness Units	L.A. Sci. S.S.	All	Magnolia Public Schools Magnolia, Ark.
Vocations-Nov. 1972 Grade Teacher	Math	All	Teacher Magazine
Career Ed. Resource Guide 1972 Career Programs	All	K-8	General Learning Cooperation
Bibliography on Career Dev. Dec. 1972	All	K-12	Dept. of Health, Ed. & Welfare Office of Educ.

19. Develops increased abilities for making educational, occupational, and personal decisions.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Film			
Developing Responsibility	S.S. Hlth, L.A.	4-6	Coronet Films
Filmstrips & Cassettes			
Youth Dynamics	S.S.	4-6	Media for Ed. Inc.
Workers Series	S.S.	4-6	" " " "
People We Know	S.S.	4-6	" " " "
Filmstrips			
The Wonderful World of Work	S.S. Hlth.	Elem.	

Books and Other Written Materials			
What Could I Be? by W.M. Lifton	S.S. Hlth.	4-6	SRA
Jobs for which a High Ed. Needed	S.S.	6	
Thinking of Office Jobs	S.S.	6	ESEA Guidance

Addl. for 6. Formulates present self-identity reflecting knowledge of own interests, abilities and values.

Resource Materials	Subject Correlation	Recommended Grade	Where Accessible
Filmstrip			
Living together in school	P.E. Guid. S.S.	4-6	Campti Elem. Lib.
Books and Other Printed Materials			
Teacher Magazine			
March 1973 pp. 64-65	S.S.	5	School Library
Dec. 1972, p. 54	S.S.	4-6	School Library
Childcraft Vol. 10 and Vol 11	Art. Music	4-6	Field Enterprises
About Yourself p. 253-259	Health	5	Textbook
p. 22-30	P.E.	6	
Man and His Changing Culture	S.S.	6	6th Grade Classrooms

SUGGESTED ACTIVITIES FOR INCREASING STUDENT CAREER DEVELOPMENT

MANIPULATIVE ACTIVITIES AND PROJECTS:

1. Make diorama of different enviroments
2. Let children make filmstrips or slides of their own changing interests
3. Make paper doll, paper mache, or pipe cleaner figures of each unit of occupations
4. Let children make cardboard or clay tools and equipment of occupation or worker studied.
5. Using a landform map, let children draw a symbol to indicate the major occupation common to the area.
6. Bring in plants (or grow them) or find pictures of plants which grow in each area studied
7. Select some occupations and play 20 Questions.
8. Use different types of printing (rubber, potato, block, or tile) when studying newspaper unit.
9. Play charades
10. Make riddles about occupations
11. Creative writing about one picture
12. Create terrarium
13. Make clay "products", bake, and paint
14. Crossword puzzle.
15. Process cotton fibers, make thread, dye, and weave
16. Construct simple looms
17. Prepare food and preserve
18. Construct electromagnet
19. Construct telegraph
20. Make scrapbooks
21. Make picture file cards
22. Make log cabin
23. Weave baskets from cattails
24. Make candles
25. Make rope from willow branch or twig
26. Make rope-spinning machine
27. Make brooms
28. Make paint
29. Make glue
30. Identify characteristic houses in different regions and construct
31. Fasten boards together with hand-carved pegs.
32. Collect and label samples of woods.
33. Select and "dry" meat to make "jerky"
34. Make gelatin from chicken feet or calves' hooves which can be obtained from the butcher
35. Preserve eggs
36. Make butter
37. Examine globules of butterfat under microscope

38. Do spool knitting
39. Do "tie-dyeing"
40. Make soap
41. Make pinwheel
42. Make log wheels
43. Make twig primitive cart
44. Make wooden transportation vehicles
45. Make clay tablets with styluses
46. Make reed or quill pens
47. Make ink
48. Puzzles
49. Clay
50. Cut and paste
51. Color
52. Make hats of different workers
53. Work bench (hammer, nails, wood construction)
54. Block construction in block corner
55. Dominoes (community helpers)
56. Money and cash register
57. Dramatizations (policeman, mother, daddy, fireman, doctor, nurse, etc.)
58. Flannel board stories
59. Playschool Match-ups
("People and Jobs" $5.95 Order from David C. Cook, p. 23 of catalog)
60. Classification pictures (magazines: State Lang. Arts Guide, pp. 1-21)
61. Make career trees; label the bases of trees with school subjects and decorate the limbs with occupations
62. Have children build frames to support scenery representing various establishments (wood, nails, saws and hammers)
63. Make shelves for store (wood pieces, trisquares)
64. Make puppets
65. Construct wheel of fortune
66. Make slides
67. Make booklets
68. Make captions
69. Make trees
70. Make hats for different workers and then classify according to which worker wears it and how it helps him in his work.
71. Use "counters" to show grouping in arithmetic; 14 has 1 group of 10 and 4 ones.
72. In teaching money value, have children play store with play money; they will learn from the role playing.
73. Make experience charts after visits to local workers' sites in the community.
74. Write a "What I'd Like to Be . . ." newspaper in the class. Have each child write down his desired career and why it is interesting to him. Duplicate this and distribute to class as a newspaper.
75. Let children classify vowel sounds as long or short.
76. Let children classify pictures of tools with the worker who would use the tools.
77. Have children observe and talk to various workers in the school and neighborhood to learn about different occupational roles.
78. Make a coin collection with different coins and bills; then display it.
79. Read Carla Greene's "I Want to be a . . ." books to children in your class.

80. Use films and filmstrips that will enhance your study of careers.
81. Have a flannel board activity in which children match coins to numerical value.
82. Make paper bag puppets for role playing. These can be community helper puppets or storybook character puppets.
83. Compile a class scrapbook containing materials collected from interviews and field trips.
84. Encourage the children to write rhymes or short poems about the unit activities.
85. Sing appropriate songs that go along with unit being studied.
86. Play "Who Am I" game where kids act out a certain worker's job and the kids guess who he is.
87. Soda straws
88. Chairs
89. Toothpicks
90. Tongue depressors
91. Construction paper
92. Career Wheel
93. Make life-size paper sculptures
94. Career games
95. Corn (let children make figures)
96. Play games (Who Am I?; Life situation; How I see my abilities; Interest continuum)
97. Write theme (composition) or paragraph on a topic such as "I get angry when. . ." or "I am happy when. . .")
98. Students make crossword-word puzzles using names of famous successful people including Afro-Americans such as: Jackie Robinson, Willie Mays, Jesse Owens, Dr. Ralph Bunche, Thurgood Marshall, Mary McLeod Bethune, Gwengolyn Brooks, Edward W. Brooke, Dr. Martin Luther King, Marian Anderson; then students exchange puzzles and work them.
99. Fill out and discuss self-study list in Your Problems--How To Handle Them (SRA Jr. G. Series No. 51028, pp. 9-11)
100. Write an autobiography and illustrate it.
101. Make a collage of "ME".
102. Career Education Resource Guide (Workshop Resource Lib., Dr. Nutt). Career Games p. 53; Career In Air, pp. 21-22; Career Trees, p. 48; Work and Play, p. 63.
103. Construction of Wood Objects
104. Cultivate and observe plants growing.
105. Career Education Resource Guide (Workshop Resource Lib., Dr. Nutt) "Holiday Career Web," pp.33-34.
106. Call for volunteers to describe how they developed an interest in a sport or hobby.
107. Have students read biographies of famous men and women who have contributed to a career area in which they are interested.
108. Make clay flower pots for use at home.
109. Make displays of many handcraft books.
110. Make kites.
111. Take inventory of all stock as it is displayed for sale.
112. Paint large shop signs and price posters.
113. View and discuss a film (Let the children discuss their father's world of work)
114. Carve models of cars and motorcycles, for display.
115. Make a list of some of your values.

116. Take inventory of your own attitudes toward people and situations.
117. Make a personality trait chart and rate your own personality.
118. Make charts from want ads in various newspapers and compare salaries and wages for each occupation.
119. Let students make maps of the U.S., and identify occupations found in most regions and those found in only particular regions.
120. Make puzzles.
121. Write letters.
122. Prepare pictorial charts on lessons taught.
123. Read for enjoyment.
124. Write letters of appreciation to companies and to resource persons.
125. Select books for reading table.
126. Have a sharing period for students to share books they have read.
127. Evaluate the sharing period.
128. Take a study trip.
129. Make a calssroom display from results of trips.
130. Make oral reports and illustrate them.
131. Trace the work of skilled map makers instead of drawing map outlines free hand.
132. Students may make or bring something that identifies the worker or helpers for role playing.
133. Students may make workers or helpers, himself, family, friends using: clay, pipe cleaners, tinker toys, sticks, paper, etc.
134. Using paper cups, student may cut down the sides in several evenly spaced places from top to bottom, fold the cut strips down and draw a smiling face in the center of the bottom of the cup.
135. Felt board display (hands-on).
136. Students may cut and paste body parts together.
137. Students may draw each other on news print.
138. Science: Have several jars with seeds planted in them. The growth of the plants can be observed and learning will take place; Some of the jars should be placed in a shaded area so that their growth can be compared with the jars that have access to adequate sunlight. This learning activity can be written about which will integrate science with language arts.
139. Arithmetic: Have the children keep a weekly or monthly record of their weight. This record for each child may be kept on a bullentin board line graph or bar graph. The learning of ratio and per cent may be brought out in this project.
140. Health: Have a bullentin board display of pictures of the basic foods. The children may bring these pictures and display them. The display of these foods should encourage a proper diet.
141. Science: Experiements can be conducted to teach some principles of science. One good experiment to show that air expands when heated and contracts when cooled involves a balloon inflated. Slightly heating it causes it to expand. Cooling it with cool water causes it to contract.
142. Social Studies: Children who have gone on trips may be encouraged to report to their class. Pictures, slides, etc., will enrich these reports. Language

arts are integrated with this type activity: note taking, listening skills, etc.

143. Social Studies, Language Arts: Newspaper clippings can be used as brief oral reports or bulletin board displays. This activity integrates language arts and social studies. Also, science will be included in this type activity, along with arithmetic.

144. Have students create a mural depicting modes of transportation.

145. Have students make and develop a display entitled "Machines Through the Ages," by presenting models and sketches and reports which they have produced through research.

146. Have students construct a model car using an assembly line method in studying the automobile industry.

147. Have students make drawings or models of occupations found in world cultures in past and present times.

148. Have students role play various job opportunities, different geographical environments.

149. Have students make and develop a silent film on occupational units.

150. Role play students in different jobs to show how attitudes, abilities, and experience are related to particular occupations.

151. Make macrame items.

152. Have students make a display of a factory assembly line.

153. Have students make a paper doll display of community helpers.

154. Have a committee of students prepare large pictorial maps of any country. Pictures of ancient landmarks and symbolic pictures of the peoples' occupations may be placed at appropriate points on the map.

155. Pass a mirror around the class; let each child say something positive about himself. If a child has difficulty expressing himself, the teacher makes one for him.

156. Play game "Simon Says," using parts of the body. Ex. "Simon Says, 'Touch your ankles'".

157. Animal care (using children's own pets or farm animals or an animal the child would like to own or to see in person; feeding, watering, shelter needed, special habits and typical behaviors).

158. Make synonym poster cards (place sentence on back of card).

159. Make homonym poster cards ("   "   " "   "   ").

160. Make puppets and act out stories from Our Working World, SRA, "The Grasshopper and the Ants," p. 136.

161. Make materials to construct story chart.

162. Alphabet soup, letters (jar).

163. Telephone books (make pictures dictionary, dictionary of community jobs, alphabet dictionary).

164. Construct a bank with puppets for role playing and life-size paper sculptures of bank teller, secretary, typist, etc. Make safety deposit boxes, cash register, books for accounting, paper and coin money, bank book...for savings and checking... bonds, savings certificates, and piggy banks.

165. Let children work with opaque projector with teacher.

166. Making transparencies.

167. Informal debating.

168. Involve children in problem investigations.

169. Have a panel discussion.

170. Skits.

171. Pantomine (doing shadows)
172. Carve soap figures, tools, equipment
173. Describe moods (facial expression and body language)
174. Have children demonstrate use of tools, how something works
175. Make a class song and sing it
176. Painting (spray, finger, etc.)
177. Finger Plays
178. Folk dancing
179. Brainstorming
180. Develop a story from a picture of sequence of pictures; use different points of view
181. Make a mystery from a few words or objects and dramatize it
182. Observation recall
183. Write limericks
184. String painting
185. Leaf collection
186. Time-line presentations
187. Make cartoons
188. Opinion polls
189. Mock court case
190. Fishbowl
191. Determine each student's water consumption per day
192. Have students interview school personnel and report back
193. Study coinbooks
194. Display types of coins, bills, monies used in different countries of the world.
195. Have pupils study banking-associated jobs, and learn their names and duties, as well as their importance
196. Use cash register - or observe use.
197. Divide class into groups for team work on Career-of-the-Month Club
198. Making charts and graphs

CAREER JOB CLUSTERS

I. CONSTRUCTION - ~~Those~~ occupations that deal with building, alteration, repair, and maintenance of homes and other ~~types of buildings and~~ structures.

Examples:

- Bricklayer
- Welder
- Building laborers
- Architect
- Tile selter
- Foreman
- Glazier
- Cement Worker
- Elevator Constructor
- Painter
- Sheet Metal Worker
- Iron Worker
- Operating Engineers
- Electrician
- Asbestos Worker
- Lathers
- Plumber
- Floor Covering Installer
- Carpenter
- Paper hanger
- Pipe fitter
- Stonemason
- Cabinet Maker
- Plasterer

II. MANUFACTURING - ~~Those~~ occupations that combine any number or type of basic raw materials into a finished or semi-finished item by machinery, tools and/or skills of workmen for sale to the public.

Examples:

- Machine Worker
- Draftsman
- Metal Worker
- Inspectors
- Metal Worker
- Iron Worker
- Engineer
- Designer
- Module designer
- Mechanic
- Repairing and Maintaining
- Assembly line Worker

III. TRANSPORTATION - ~~The~~ industry ies that move~~s~~ goods and people by air, rail, water and highways: (including space travel)

Examples:

- Airport Manager
- Engineer
- Railroad Workers
- Pilot
- Truck Drivers
- Signal Operator
- Truck Drivers
- Astronaut
- Controller
- Ticket Agent
- Bus Drivers
- Navigation Instructor

Transportation Service Work

- Passenger Train Brakeman
- Taxi Driver
- Bus Driver (motor transit)
- School Bus Driver
- Transit Operator
- Bus Driver, Day-Haul or Farm Charter

IV. AGRI-BUSINESS - T~~hose~~ occupations involved in production and distribution of produce.

Examples:

- Conservationists
- Animal Trainer
- Biochemist
- Entomologist
- Bee keeper
- Botanist
- Agri-research Worker
- Agri-engineer
- Dragline Operators
- Tree Surgeon
- Feed Mill Operator
- Farm Machinery Operator
- Farmer
- Dairy Technologist
- Agronomist
- Veterinarian
- Horticulturist

V. MARINE SCIENCE - The industry that relates to scientific research, engineering, and technological development related to the ocean and the marine environment.

Examples:
Microbiologist
Safety Engineer
Seismologist
Geologist
Deepsea Divers
Navigator
Hydrologist
Offshore Petroleum Workers

VI. ENVIRONMENTAL MANAGEMENT - Includes all activities, public and private, undertaken to achieve the goal of environmental quality, that include the following: pollution control, agriculture, water resources conservation, atmospheric science, space exploration and research, mineral resources conservation, urban land utilization, non-urban land utilization, transportation energy use, outdoor recreation, cultural stimulation of the environment, and human ecology.

Examples:
Climatologist
Parasitologist
Pathologist
Exterminator
Meteorologist
Acoustic Physicist
Botanist
Urban planner
Physical Geographer
Microbologist
Geneticist
Pollution Controller
Chemist
Zoologist
Soil Conservationist

VII. BUSINESS AND OFFICE-Those occupations that deal with transactions, finance, trade and commerce, and the faciliation of these.

Examples:
Secretary
Bookkeeper
Economist
Cashier
Bank Careers
Typist
Manager
Auditor
Court Reporter
Physician's Ass't
Receptionist
Insurance Agent
Actuary
Key punch operator
Dentist's Ass't
Store clerk
Receptionist
Office clerk
Computor Programmer

VIII. MARKETING AND DISTRIBUTION-Marketing specialists determine the needs and desires of customers; provide services and products at the right time and at competitive prices; distribute and sell goods efficiently, while assuring the manufacturer on adequate return on his investment; and maintain a high level of customer service and market acceptance.

Examples:
Purchase and Sales Work
Merchandise and Clerical
Corresponding
Sales and Service Work
Delivery and Service
Switchboard Operator
Demonstration and Sales Work
Salesmanship
Inspecting and Stock Checking

IX. COMMUNICATIONS AND MEDIA-Those occupations that deal with gathering and dissemination of all types of communication.

Examples:
Journalist
Telephone Installer Lineman
Radio and T.V. Transmittor
Photographer
Type Setter
Disc Jockey
Announcer
Translator
Television Cameraman
Advertising Agent
Projector Machine operator
Publicity Writer
Journalism and Editorial Work
Telephone Operator
Program Director
Reporter
Ad. Writer
Motion Picture Projecting and Photographic Machine Work
Creative Writing
Translating, Editing and Related Work
Radio and Television Transmitting and Receiving
Typesetting, Reproducing and Related Work
Photography

X. HOSPITALITY AND RECREATION-Those activities which form an outlet to creativity both in a physical and spiritual sense.

Examples:

- Athletic Coach
- Athletic Trainer
- Bowling Instructor
- Coach, Professional Athletes
- Golf Professional
- Instructor, Ice Skating
- Instructor, Judo
- Instructor, Physical
- Instructor, physical education
- Instructor, Riding
- Instructor, Swimming
- Ski Instructor
- Supervisor-Training
- Training Representative

XI. PERSONAL SERVICE-Those occupations that deal with services to individuals and groups. These may relate to physical, mental and spiritual well being.

Examples:

- Beautician and Barbering
- Clerks-Delivery personnel
- Counseling, guidance
- hostess
- chaperone
- housekeepers
- Maids
- Attendants
- Operators

XII. PUBLIC SERVICE-Includes that group of occupations which provides services to the American public such as: teaching, counseling, fighting fires, preventing crimes, protective service.

Examples:

- Policeman
- Dective
- Electrical Appliance Repairman
- Fireman
- Crime Lab Technician
- Building Inspectors
- Security Guards
- State Highway Patrol
- Lifeguard
- FBI Agent
- Motor Vehicle Inspectors
- Dog Catcher
- Politician
- Driver's License Inspector
- Ambulance Driver
- Tax Assessor
- Court Clerk
- Sanitation Workers
- County or Parish Agricultural Agent
- Barbers
- Beauticians
- Attendants and Ushers
- Custodians
- Models
- Food Service Workers
- Social Workers
- Teachers
- Counselors
- Prison guards
- Religious workers
- Occupational therapists
- Hotel managers

XIII. HEALTH-Those occupations that deal with maintaining and restoring well being to persons and animals.

Examples:

- Surgeon
- Medical
- Veterinary and related services
- Nursing
- X-ray medical assistant
- Dental hygienist
- Nurses
- Ambulance attendants
- Nursery school teacher

XIV. CONSUMER AND HOMEMAKING-Those occupations that serve people in improving their appearance and their well-being. This would include both professional and para-professional levels of training and education.

Examples:

- Housekeepers
- Managers
- Ushers
- Foreman
- Supervisor
- Cooks
- Fire fighter
- Tree surgeon
- Plumber
- Nursery laborer
- Groundskeeper
- Meat cutter

V. MARINE SCIENCE - The industry that relates to scientific research, engineering, and technological development related to the ocean and the marine environment.

Examples:

Microbiologist
Safety Engineer
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Geologist
Deepsea Divers
Navigator
Hydrologist
Offshore Petroleum Workers

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Physician's Ass't
Receptionist
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Store clerk
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Office clerk
Computor Programmer

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Type Setter
Disc Jockey
Lineman
Announcer
Translator
Television Cameraman
Advertising Agent
Projector Machine operator
Publicity Writer
Journalism and Editorial Work
Telephone Operator
Program Director
Reporter
Ad. Writer
Motion Picture Projecting and Photographic Machine Work
Creative Writing
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Coach, Professional Athletes Golf Professional Instructor, Ice Skating
Instructor, Judo Instructor, Physical Instructor, physical education
Instructor, Riding Instructor, Swimming Ski Instructor
Supervisor-Training Training Representative

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Examples:
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Counseling, guidance hostess chaperone
housekeepers Maids Attendants Operators

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Examples:
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Fireman Crime Lab Technician Building Inspectors
Security Guards State Highway Patrol Lifeguard
FBI Agent Motor Vehicle Inspectors Dog Catcher
Politician Driver's License Inspector Ambulance Driver
Tax Assessor Court Clerk
Sanitation Workers County or Parish Agricultural Agent
Barbers Beauticians Attendants and Ushers
Custodians Models Food Service Workers
Social Workers Teachers Counselors
Prison guards Religious workers Occupational therapists
Hotel managers

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Examples:
Surgeon Medical Veterinary and related services
Nursing X-ray medical assistant Dental hygienist
Nurses Ambulance attendants Nursery school teacher

XIV. CONSUMER AND HOMEMAKING-Those occupations that serve people in improving their appearance and their well-being. This would include both professional and para-professional levels of training and education.

Examples:
Housekeepers Managers Ushers Foreman
Supervisor Cooks Fire fighter Tree surgeon
Plumber Nursery laborer Groundskeeper Meat cutter

XV. FINE ARTS AND HUMANITIES-Those jobs which are creative in nature; generally performed by persons who wish to express some emotion, feeling, idea or concept.

Examples:

Artists
Librarians
Musician
Theater Careers
Museum Work
Floral Designers
Industrial Designers
Medical Illustrators
Interpretor
Decorating and Art Work
Professional Writing (Technical and Literary)
Art Gallery Operator
Dramatic Arts
(Some writers include social work and teachers here)
Interior Designers
Fabric Designers
Fashion Illustrators
Commercial Illustrators
Translator
Professional Athletes

CHAPTER III

EXAMPLES OF LEARNING EPISODES

IMPLEMENTATION

Developing complete curricula materials for a K-6 program requires a great deal of time and careful planning. Availability of curriculum guides from the State Department of Education will facilitate the development of plans on the parish level: however, the crux of this innovative program lies with the calssroom teacher's planning and implementation. Teachers' attitudes, resourcefulness, and careful planning will determine the degree of success of this model program.

Regardless of the subject area and/or specific learning activity, planning is essential if efficient pupil learning is to occur. A simple instructional model, as shown below, may be effectively utilized in most any instructional situation. The first two steps, specification of objectives and pre-assessment are sometimes treated lightly, however, they are absolutely essential.

Specification of Objectives → Preassessment → Learning Episodes → Evaluation

By using the available curricula materials and creative planning, the result should be a realtive curriculum tailored to the abilities, needs, and aspirations for each and every child.

The structure and nature of the particular subject area disciplines, as well as the child must be taken into account when planning. Mathematics and the language arts, for example, are basically skill oriented; whereas, other disciplines, such as social studies and science are basically concept based.

Examples of short term lesson plans (daily plans) and extended lesson plans (unit plans) are presented in the present section. Due to time limitations only selected subject areas (mathematics, reading, and social studies) were focused upon. However, most of the participants examined the State Curriculum Guides and discussed implementations plans for the 1973-1974 school year.

Because of the sequential nature of skill development in mathematics and reading special care should be given to the placement and pacing of pupils' movement through the various skill levels. The writers of the illustrative mathematics and reading lesson plans have indicated certain pre-assessment and diagnostic measures which could be employed to determine the individual pupils' instructional level in the respective discipline. Also, additional lesson plans were developed illustrating classroom management techniques, individualized and group work, and the fusion of career concepts and objectives into learning experiences. Sample mathematics and reading lesson plans for each grade level may be found in this section.

One sample social studies unit for each grade level (1-6) was developed. Each writer selected a topic normally taught in their respective grade level and developed a unit of study illustrating how career concepts and objectives could be employed to enhance the relativeness of the learning experiences.

KINDERGARTEN

LEARNING EPISODES

Unit 1
LESSON 1

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: Understanding that children are important in their families.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. The student will be able to demonstrate an understanding of the importance of "self" as an individual in relation to his family and to his school.	1	1.1 Bullentin Board-Heading: "My New Friends"-Teacher writes child's first name on a 5 x 8 index card. Let the children decorate the card around the name with crayons and add it to the bullentin board. Have conservation time about bullentin board. Use this for name recognition.
		1.2 Use filmstrip and record "Who Am I?"
		1.3 Listen to the story, I'm Glad I'm Me.
		1.4 Sing song, "Mary Wore A Red Dress"
		1.5 Draw a picture of themselves. (Could be used as bullentin board)
		1.6 Finger play-"Ready for School"
		1.7 "About Myself"-Record and Filmstrips. Part I
		1.8 After children are weighed and measured, we discuss how they are growing. They will take home a letter telling parents how much they weigh and how tall they are.
		1.9 "Johnny Goes to Kindergarten" Filmstrip.
		1.10 The children will view "Circle of Feelings" and afterwards discuss something that everyone has.

RESOURCES	EVALUATION	NOTES
		Supplementary References About Me Childcraft Edition (1972)
		"Developing Understanding of Self and Others" Kit-(DUSO) American Guidance Service
1.2 Filmstrip-record: Scholastic		"Presenting Dynamo Power" Media for Ed., Inc.
1.3 Book: H. Stone Putman		
1.4 Book: Songs to Grow On, p. 12. Edward B. Marks Corp.		
1.6 Book: Learning Time with Language for Young Children- L. Scott		
1.7 Filmstrip-record: Bowmar.		
1.8 Dear Parents, I have been growing. Today I am ___ tall and weigh ___ pounds, Love, _______________.		
1.9 Filmstrip: Singer		
1.10 Filmstrip and Records SRA Awareness Kit, page 28-Unit C.		

Unit 1
LESSON 1 (cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		1.11 The children will respond to record: "What is Your Name".
		1.12 The children will listen and learn "Identifying Me". "I looked in the mirror and what did I see? I saw somebody and it was ME. I looked in the water and what did I see? I saw my reflection and it was ME. I stood in the sunshine and what did I see? I saw a shadow and it was ME. I looked in an album and what did I see? I saw a picture and it was ME."
		1.13 The children will listen and learn "Parts of Your Body." "There are two little eyes to open and close; There are two lips and one little nose. There are two little cheeks and a tongue shut in; There are two little ears and one little chin. There are two little arms and elbows neat; There are two little shoes on two little feet. There are two little shoulders stout and strong; There are two little hands busy all day long."

RESOURCES	EVALUATION	NOTES
1.11 Record-Hap Palmer "Learning Basic Skills Through Musi Educational Authorities, Inc. Freeport, N.Y.		
1.12 Book: Scott, L.B. *Learning Time with Lang. Experiences*. p. 11.		
1.13 Book: Scott, L.B. *Learning Time*, p. 12.		

Unit 1
LESSON 2

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: Understanding That Children Are Important in Their Families.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
2. The student should be able to point how he is different and alike in some physical characteristics, interests, abilities, and social characteristics; thus, creating his own unique self	1,2	2.1 From a collection of pictures, the children will discuss ways in which individuals are different or alike. Include pictures of children from other countries.
		2.2 The pupils will compare height, size, hair and eye color, complexion and etc.
		2.3 After listening to stories, have pupils draw and paint pictures of themselves and label them. Discuss differences and likeresses.
		2.4 The children will enjoy Exercise Song: (Tune:"Little Brown Jug") Touch your shoulders Then your knees. Arm straight out, Then drop them, please. Touch your ankles, Then your nose. Pull your ears and touch your toes. Put your hands behind your back, Front again, then fingers snap. Reach up high as can be while you're there, clap 1,2,3.
		2.5 The child will observe himself in a full length mirror and describe himself to the class.
		2.6 The children will make hand prints (or footprints) and discuss individual differences.

RESOURCES	EVALUATION	NOTES
2.1 Study Prints: "Children Around the World" Cebco/ Standard Printing		
2.3 Books: Straight Hair, Curly Hair. Thomas Crowell, 1966. Black and White. Ward Ritchie Press, 1956.	2.3 Construct a TV from cardboard box. Place pictures of children take turns turning frames and discuss likenesses and differences.	

Unit 1
LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.8 Play game: "Who AM I?" Have children close eyes. One person is "It" and he goes to some place in the room and gives a clue to his identity. Then ask the class the following questions. Are you short? What color are your eyes? Where do you live? What color are you wearing?
		2.9 Using mirrors ask a child about himself in the areas of hair color, eye color, tall or short, big or little, boy or girl, senses, etc.

RESOURCES	EVALUATION	NOTES
	2.9 Have children respond to check list "All About Me," (See page 32A. Peabody Kit Level 1). "All About Me" I help you see (eye) I help you throw a ball (arm) I help you hear (ear) I help you kick a ball (foot) You have five of me on each hand (fingers) I help you bite food (teeth) You have five of me on each foot (toes) I help you hold a pencil (fingers) I help you chew your food (teeth) I bend when you touch your head (elbow) I help you smell (nose) I bend when you walk upstairs (knees) I help you swallow food (tongue) I help you move from place to place (feet) I help you know when something is hot (sense of touch) I help you talk (lips, teeth, tongue) I help you breathe (nostrils) I cover your eyes when you go to sleep (eyelids) I help keep water, dirt, dust out of your eyes (eyelashes, eyebrows)	

Unit 1
LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.10 The children will listen to, The Rabbit Who Wanted Red Wings. Discuss rabbits differences and likenesses with other animals. Answer question "Why did he want to be different?"
		2.11 The children will play a thinking game.
		2.12 The children will learn poem: Wherever I go And whatever I see, I want you to know I'm glad to be me. Wherever you go And whatever you do, Isn't it so That your're glad to be you? Unknown
		2.13 The children will learn an action song. "Two Little Hands". They will sing and move to words of song.
		2.14 The children will learn fingerplay. "Me" Lots of other children All around me, But they aren't me. They haven't got my mother They haven't got my daddy. And they aren't me Margaret Wise Brown
		2.15 Discuss how child is different or alike. Pictures of different activities will be placed around the room. Each child may select an activity he likes and tells why he likes the activity. Teacher points out that because each individual is different each likes to do different things.

RESOURCES	EVALUATION	NOTES
2.10 Book: Bailey, Carolyn Little Rabbit Who Wanted Red Wings. Platt and Munk Co., N.Y.		
2.11 Peabody Kit Level 1 Lesson # 27, p. 35. Use Telsie and Peabo, the puppets.	2.11 Children will respond to a given set of questions as called upon in Lesson 27. p. 35.	
2.13 Book: Singing Fun, Webster, McGraw Hill, p. 59.		

Unit 1
LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.16 Rhythm record, "Me, Myself, & I".
		2.17 Game- "Who" - Groups form a circle and march around a mirror as music plays. When music stops everyone looks at the child in front of the mirror. Teacher asks who is he (she)? The first child that answers, "He is ___." is the winner.
		2.18 Let children cut out pictures from magazines of something they like to do. Paste all of these on a long sheet of paper and let the children discuss why everyone likes to do different things.
		2.19 Listen to the story-"The Little Giant and the Elf Boy."
		2.20 The children will respond to the record "What Are You Wearing?"
		2.21 The children will listen and discuss to "Nobody Just Like Me".

RESOURCES	EVALUATION	NOTES
2.16 Record:Rhythm Record Co., Okla. City		
2.19 Book: Minarik, Else Harper.		
2.20 Record: Hap Palmer "Learning Basic Skills Through Music". Vol. 2		
2.21 Book: Scott, L.B. Learning Time with Language Experiences for Young Children. McGraw-Hill. p.9.		

Unit 1
LESSON 3

SUBJECT: People Work Together (K) TOPIC. People Work in Families

OVERALL IDEA TO BE LEARNED: Understanding That Children Are Important in Their Families.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
3. The children will be able to understand what is required for people to get along with each other, such as sharing and not making fun of others.	1	3.1 The children will listen to the story, A Friend is Someone Who Likes You.
		3.2 The children will listen to the story, May I Bring a Friend?
		3.3 The children will recite a finger-play, "See My Family".
		3.4 The children will listen to the story, The Magic Friend-Maker.
		3.5 The children will view the following film strips during story time over a period of two weeks. A. "Chuck Learns About Sharing" B. "Learning How to be Liked" C. "Learning How to Make Friends"
		3.6 Learning Centers: The Children will learn to share toys in the learning centers. They will learn to take turns being the leader for the day.
		3.7 The children will view "Noisy Nancy Norris".
		3.8 The children will discuss joy in helping others. "The Busy Bees".

RESOURCES	EVALUATION	NOTES
3.1 Book: Anglund, Joan World Harcourt, Javonovich and World.		"Presenting Dynamo Power" Media for Education Alexandria, Louisiana
3.2 Book: DeRegniers, D. S., Harper and Row.		
3.3 Book: Scott, L.B. Rhymes for Fingers and Flannel Boards. McGraw Hill, p. 78.		
3.4 Book: Bond, G.B., Whitman Publishing Company		
3.5 Filmstrips: Eye Gate Series		
3.7 Film: Northwestern State University Filmstrip: Materials Center		
3.8 Filmstrip: "Little Things That Count" Eyegate Series "The Busy Bees" "Lucy Learns to Share"		

Unit 1-EVALUATION

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: Understanding that Children are Important in Families.

*C.E. Code- Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
See preceding Lessons # 1, 2, & 3.		

RESOURCES	EVALUATION	NOTES
	OVERALL EVALUATION To cover Objectives 1, 2, & 3 - - - - - - - - - - - - - - - - Informal-Have children make a booklet illustrating: "Things I like to do" "Things I can do" "Things I did learn" Teacher can observe and record on a checklist information concerning sharing, attitudes towards others and attitudes about themselves. Formal: Animal Crackers, McGraw-Hill Co. Tests self-concept.	

Unit 2
LESSON 1

SUBJECT: People Work Together (K)   TOPIC: People in Families

OVERALL IDEA TO BE LEARNED: Understanding that people work together in families.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. The student should be able to name the members of his family and become aware of the job roles each family member has and how they are dependent upon one another.	3	1.1 Learn the song "How Many People Live At Your House?"
		1.2 Act out the story "The Three Bears" introducing the family unit showing different roles in the family.
		1.3 Children sing the song "This is the Way We Wash Our Clothes" to the tune "Mulberry Bush".
		1.4 Children make a paper house from construction paper. A chimney, windows and a door are added. The teacher prints the child's name and address on the house.
		1.5 Listen to the story, What Daddies Do
		1.6 Listen to "Daddies" poem
		1.7 Listen to the story Mommies At Work.
		1.8 The children will make cookies for snack time.
		1.9 Children will role play washing dishes and washing doll clothes in the housekeeping center.
		1.10 Children can make milk carton houses. Add windows, door and chimney. (Construction paper can be pasted around the carton then apply door, chimney and window.)
		1.11 The children will learn fingerplay: "My Family"

RESOURCES	EVALUATION	NOTES
1.1 Music Book: Singing Fun-p. 49 Webster Durison--McGraw Hill		
1.3 Music Book: Growing with Music Edition I, page 35. Prentice-Hall Inc.		
1.5 Book: Rosenbaum, Eileen Halmark,		
1.6 Book: Scott, L.B., Learning Time., p. 186.		
1.7 Book: Maeeiam, Eve., Scholastic Book Service		

Unit 2
LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		Here is my pretty mother; (Point to forefinger) Here is my father tall; (Point to middle finger) Here is my older brother; (Point to ring finger) And that isn't all! Here is my baby brother (Point to little finger) As small as small can be Who is the other person? (Point to thumb) Why, of course, it's ME! 1,2,3,4,5, you see (Touch each finger as counted) Makes a very fine family. L.B. Scott
		1.12 Use filmloop, "Ants Work Together" to show how an ant family works together. Discuss various roles the ant members work and share in their colony.
		1.13 The children will view the filmstrip, "We Help and Share". Discuss the film as to how the child helps his family and how his family helps him. Discuss ways mother and father help the child.
		1.14 The children will listen to the story: "What Do Mothers Do?" Review other ways that their mother helps them, their father, the baby, and the family as a whole. Inject such ideas as taking care of them when they are sick, taking them to the zoo, reading to them, and loving them.
		1.15 The children will view a picture about how mother helps others.

RESOURCES	EVALUATION	NOTES
1.12 Filmloop: Eyegate.		
1.13 Film: "We Help and Share" SVE.		

Unit 2
LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		1.15 cont'd Suggestions: Visiting or caring for the sick, babt sitting for friends, driving in a car pool, belonging to PTA and teaching Sunday School Class.
		1.16 The children will view, "Living with Your Family"
		1.17 The children will listen to story "Little Red Hen". The class will discuss how little chickens were dependent on Mother and how they in turn could have helped her. Discuss how the other animals felt. Ask: What could they have done to help this barnyard family?
		1.18 The children will report their mother's name. A list of mother's names will be made to see if more than one have the same name. (Do the same for fathers)
		1.19 The children will listen to "My Family" and discuss the various jobs that each member of the family does.
		1.20 The children will listen to "Papa Small". The boys will take turns in the doll corner being "father".
		1.21 The children will listen to "We Help Daddy". The children will relate how they help their daddy's at home.
		1.22 The children will listen to "Family Helpers". The children will discuss family happiness. The children will realize that each member of the family is important and must do his share.
		1.23 The children will listen to "How Families Live Together".

RESOURCES	EVALUATION	NOTES
1.15 Study Print: SVE "(PSSP. 1400)"		
1.16 Filmstrip: SVE (PSSP-500)		
1.19 Peabody Kit, Level I, Lesson 9, p. 13.		
1.20 Book: Lenski, Lois. Papa Small		
1.21 Book: Golden Press, Inc.		
1.22 Book: Melmont, Elaine Hoffman. 1954.		
1.23 Book: Provus, Malcolm. Benefic, 1963.		

Unit 2
LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		1.24 The children will look at a picture of a happy family. Discuss and review with the children ways that the family shares the work and has fun together. Lead them to realize that each member of a family depends upon the other and that each one needs the help, encouragement and support of the others. Especially emphasize the fact that each child is important in the home and his good behavior contributes to the general happines of all.
		1.25 The children will learn "Our Family" "Five in our family, sitting by the door, Father goes to work and then there is four. Four in our family, happy as can be. Mother goes to wash some clothes, then there were three. Three in our family, what can we do? Brother goes with father then there are two. Two in our family, sitting in the sun. Sister goes to school, then there is one. One in our family, nothing can be done. Baby goes to take a nap, then there are none." (Could be used on flannel board)
		1.26 The children will learn "Good Morning: and respond to fingerplay suggestions: After singing the song and listening to the words the children will answer the following questions: 1. What does Mother do? 2. What does Father do? 3. What does sister do? 4. What does brother do? 5. What does baby do? (Tune to Good Morning Merry Sunshine)
		1.27 The children will learn fingerplay "Our Family" This is the father who brings us our bread, (Point to middle finger) This is the mother who puts us to bed (Point to forefinger)

RESOURCES	EVALUATION	NOTES
1.26 Record.		

Unit 2
LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		1.27 cont'd This is the brother who plays with his ball (Point to ring finger) This is the baby, the smallest of all (Point to little finger) Maude Burnham
		1.28 The children will view film "Our Family Works Togetner"
		1.29 The children will find pictures from old magazines and make a bullentin board entitled, "How My Family Helps at Home".
		1.30 The children will view the film, "The Blackbird Family" and discuss how the baby birds are dependent on their "parents" and how the parents teach the babies.
		1.31 The children will learn fingerplay: This Little Boy-or Little Girl This Little Boy is just going to bed. Down on the pillow he lays his head. (Place palms together at side of face.) Wraps himself in his blanket tight (folds hands across chest) And this is the way he sleeps all night. Morning comes. He opens his eyes. (Sit up tall) Back with a toss the covers fly. (Spread arms apart quickly) Soon he is up and dressed for play. Ready for school and a bright new day. Maude Burnham

RESOURCES	EVALUATION	NOTES
1.28 Film: Coronet		
1.30 Film: NSU Library		

Unit 2
LESSON 2

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: Understanding that people work together in families.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
2. The child will be able to state some of the things his family teaches him about work, play, helping others, sharing with others, making and obeying rules, respecting others, and being honest.	3,6,7	2.1 Each child will draw a picture about some job that he was taught by his parents.
		2.2 Each child will dictate a story about some job that he was taught by his parents. (Language Experiences Chart)
		2.3 The children will discuss how they play with other members of their family. They may discuss skills they have learned while playing such as throwing a ball, drying dishes, etc.
		2.4 Each child will draw a picture of what the house would look like if no one helped keep it clean.
		2.5 Children can role-play a family (mother, father, and a few children) who does not share. For example: (1) All members of the family grab for the piece of cake; and, (2) all children want the same toy. Now "replay" the same scenes with sharing.
		2.6 Children can role-play what would happen if every member of the family ate when they wanted to, got ready to go to school when they wanted to, etc. Lead the class into a generalization concerning why we must make and obey rules.
		2.7 Children will listen to story, "Mommies Are for Loving."

RESOURCES	EVALUATION	NOTES
2.7 Book: Penn, R.B., G.P. Putnam's Sons.		

Unit 2
LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.8 Children will listen to story, "Love is a Special Way of Feeling."
		2.9 Children will learn three finger plays to teach work skills, social skills, and leisure skills, respectively. "Here's a Little Washboard" "Someone Is Knocking" "Malang Kites"
		2.10 The children will listen to "The Alarm Clock" and respond to discussion afterwards.
		2.11 The children will learn "Little Mousie Monday."
		2.12 The children will learn the song, "Helping Mother."
		2.13 The children will learn song, "With Daddy."
		2.14 "Getting Along With Your Family" Show this filmstrip to the children and then let them name some things they can do at home to help their family get along.
		2.15 Elicit some automobile safety rules from children such as: a. always sit down in the car b. keep the door closed when the car is moving c. keep fingers out of door edges
		2.16 Have the children listen to the story "No Fighting, No Biting."
		2.17 Let the children discuss some health and safety rules for the home. Make a chart from these rules to be displayed in the classroom to be reviewed from time to time.

RESOURCES	EVALUATION	NOTES
2.8 Book: Anglund, J.W., Harcourt, Brace.		
2.9 Book: Scott, L.B.,"Rhymes for Fingers and Flannel Board", pp. 82, 86 and 124.		
2.10 Book: Scott, L.B. Learning Time, p. 94.		
2.11 Book: Scott, L.B. Learning Time.		
2.12 Book: Choate, R.A. "Music for Early Childhood." Am. Book Co., p. 17.		
2.13 Same reference. p. 18.		
2.14 Filmstrip: Eyegate.		
2.16 Book: "Minarik," Else Harper.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.18 Stimulate some of the children to act out the relationship between older and younger siblings in a problem situation. Emphasize courtesy, the need for kind voices, and the use of requests rather than demands.
		2.19 Children can play "house". Mother, father, and child can discuss a rule that has been broken. For example: Crossing the street against a red light, playing with matches, or coming to the table with dirty hands and face.
		2.20 Let children discuss rules families must have such as a certain time for bed, TV, and worship.
		2.21 Let children listen to the poem "Traffic Light" Help the children make a traffic light by cutting three holes, one under the other, in two rectangular pieces of black tagboard. Glue red, yellow, and green tissue or crepe paper behind the holes then glue the rectangles together. Children take turns holding a lighted flashlight behind each color as the rhyme is said by the class.
		2.22 Allow the children to discuss personal cleanliness habits that they should practice at home each day, such as bathing, brushing teeth, and wearing clean clothes.
		2.23 Have the children listen to the story, "Do You Know What I'll Do?", to show that children can share pleasures. Have the children name some responsibilities and pleasures of brothers and sisters.

RESOURCES	EVALUATION	NOTES
2.21 Book: Scott, L.B. "Learning Time with Language Experiences for Young Children", p. 189. Webster Division, McGraw-Hill.		
2.23 Book: Zolotow, Charlotte Harper.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.24 Let the children listen to the story, "Family Helpers." Afterwards let the children discuss why each family member is important, and why each one must do his share.
		2.25 Have children participate in singing, "Fun To Be A Helper".
		2.26 Let children sing, "I'll Listen." Afterwards ask children to discuss why we should listen when someone else is talking.
		2.27 Have children listen to the story, "Manners Can Be Fun."
		2.28 Have the children view the filmstrip, "Why Do We Have Rules?"
		2.29 Have the children view over a period of time the following filmstrips: Little Things That Count Series a. The Busy Bees b. Lucy Learns To Share c. Jerry Has a Surprise d. Try Try Again e. One Rainy Day f. Jim Learns Responsibility g. Tony's Summer Vacation h. Please is a Good Word

RESOURCES	EVALUATION	NOTES
2.24 Book: Hoffman, Elaine. Melmont.		
2.25 Book: "Music Round the Clock" Follett Publishing Co.		
2.26 Book: "Singing Fun" Webster Division, McGraw-Hill.		
2.27 Book: Leaf, Monro.		
2.28 Eyegate Quickstrips: Catalog # X 230B.		
2.29 Eyegate Quickstrips: "Little Things That Count Series" Catalog # 192.		

Unit 2
LESSON 3

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: Understand that people work together in families.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
3. To help children look on the family and family life as a process of change a. families grow older b. families grow larger c. families move from place to place	3,4,6,8	3.1 The children will listen to the class the story The Little House. The changes that are constantly taking place in our surroundings can be brought out in discussing the story. 3.2 The children will listen to the story Everybody Grows Up. 3.3 Have children guess how old they were when they did the following activities: crawling, using a spoon, and tying a shoe. 3.4 The children will listen to the story The New Baby. The children will answer the question, "How many of you have baby brothers and sisters?" and the children can tell about how the family helps the baby. 3.5 The class could prepare an exhibition of toy automobiles to reinforce the idea that technology changes a family' wants. Pupils could be led to the conclusion that as better automobiles are invented people want to buy them. Similarly, families prefer vacuum cleaners to brooms, refrigerators to iceboxes, and washing machines to washboards. 3.6 To show that families want change with changing incomes the children can discuss how the family that lived in the little house was able to move because the father got a pay raise. (Show picture of different types of houses).

RESOURCES	EVALUATION	NOTES
3.1 Book: Burton, Virginia Lee, Haughton-Mifflin		
3.2 Book: Green, Mary M. F., Watts Co.		
3.4 Book: Shane, Ruth & Harold, Golden Press, Inc.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		3.7 Listen to the story, Houses, and illustrate one of the kinds of houses mentioned.
		3.8 Ask the class to find out where their grandparents, aunts, and uncles live. After the children report their findings, the teacher can lead them to discover that automobiles, trains, and planes help families to move easily to almost any place they want to live. Long ago, before trains and automobiles were invented and before good roads were built, members of families usually lived near one another. Today, families usually scatter.
		3.9 The children will listen to the story, When You Were A Baby.
		3.10 The children will listen to the story, Moving Day.
		3.11 The children will watch the filmstrip, "We're Growing Up."
		3.12 The children will listen to the story, One Morning in Maine.
		3.13 The children will listen to the story, Make Way for Ducklings.

RESOURCES	EVALUATION	NOTES
3.9 Book: Berman, Rhonda Lathrop, Lee & Shepherd.		
3.10 Book: Hiller, Helen T. Lathrop, Lee & Shepherd.		
3.11 Filmstrip: Eyegate Career Education Filmstrip.		
3.12 Book: McCloskey, Robert.		
3.13 Book: McCloskey, Robert.		

Unit 2
LESSON 4

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: Understanding that people work together in families

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
4. The student will compare and contrast the work and play in the home.	3,4	4.1 The children will observe a study print: "A family at work and play." Discuss the picture and lead children to discuss their families at work and play.
		4.2 The children will discuss pictures from "Families at Work." Lead the children to see that families sometimes save money by producing goods and services for themselves.
		4.3 The children will listen to "Jimmy and Sue Meet Wango from Dango." Wango from Dango serves as an introduction to the questions, "What is work, and what is play." After Wango and Dango is presented, children will help solve Wango's problems and make a list of possibilities on the board.
		4.4 The children will listen to episodes of Eddie and Betty. A discussion as to the different "work" and "play" type activities involved.
		4.5 Use a picture of a father helping at home. Lead the class in a discussion as to how father's use their free time. Illustrate stories. A bulletin board entitled "Our Fathers Do Useful Work in Their Free Time," will be used to display children's drawings.
		4.6 Invite a father to visit the class and speak briefly to the children about his work and the fun of being a father. The children will write a thank-you note to the visitor.

RESOURCES	EVALUATION	NOTES
4.1 Study Print: SVE Urban Life Series (PSSP-500)		
4.2 Study Prints: SRA		
4.3 Career Development for Children Project.	4.3 Evaluation: Ask children question: What is the difference between work and play?	
	4.4 Refer to Teacher's Guide: Level 1, "Becoming Aware of Me and What I Do." Career Development for Children Project. (p. 42).	

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		4.7 The children will bring pictures of father working at home or doing things for fun.
		4.8 The children will plan and evaluate the dramatic play in the playhouse. Read The Children Who Lived in a Shoe to show what makes a happy home in real families and make-believe families.
		4.9 The children will listen to "Daddy Can Fix It." The children will answer questions as to value of father repairing the skate and doll buggy.
		4.10 The children will find out what relatives and friends do in their free time. These are hobbies. Children will illustrate these and display on bulletin board. "Many People Have Hobbies."
		4.11 Invite the librarian to visit the children and have her introduce various ways the children could use their free time.
		4.12 The children will cut pictures from old magazines of people enjoying hobbies. Include these in a booklet entitled, "How People Use Their Free Time."
		4.13 The children will view filmstrip, "Families Have Fun."

RESOURCES	EVALUATION	NOTES
		Book: Ardizzone, Edward _Johnny The Clockmaker._
4.8 Book: Childcraft.		Bomon, Laura _Patty Paints A Picture._
		Bauer, Helen _Good Times at the Park._
4.9 Book: Lenesh, L., _Our Working World_, Lesson 7, p. 54.		
4.13 Filmstrip: Eyegate.		

Unit 2-EVALUATION

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: Understand that people work together in families.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
See preceding objectives 1, 2, 3 and 4.		

RESOURCES	EVALUATION	NOTES
	OVERALL EVALUATION Unit II, Obj. 1,2,3, & 4 1. Plan to use a group experience charts in one or more of the following areas: a. What Mothers Do b. What Fathers Do c. How I Am Important d. How We can Share e. What makes a Happy Family f. What our Family Does for Fun	

Unit 3
LESSON 1

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: People Work Together in providing goods and services for the family.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. The student will be able to point out basic physical and emotional needs and wants. He will be able to point out the various ways of satisfying his basic needs and wants through goods and services.	1, 9, 10, 11, 12, 13, 14	1.1 The children will display pictures of other children around the world. They will discuss what they think the children in the pictures need. (Be sure to show relationship between emotional and physical need.)
		1.2 The children will make a collection of objects, models, or pictures of objects that cost money. Help children classify the things in the collection as needs and wants.
		1.3 The children will learn "Old Mother Hubbard." Discuss the need.
		1.4 The children will look at pictures that show why we need money. Make a bullentin board and display pictures. Include: Food Shelter Clothing Services Leisure Time Services Leisure Clothing Food Shelter
		1.5 Make a chart showing things that are unnecessary.
		1.6 The children will listen to "Fathers At Work" and discuss why fathers work and what father's receive for their work.
		1.7 The children will view film "About Money." The children will discuss how they have earned their own money.

RESOURCES	EVALUTAION	NOTES
1.1 Study Prints: "Children from Other Lands." SVE		
1.5 Book: Senesh, Lawrence, Our Working World. p. 97.		
1.7 Film: "About Money", Children's Productions.		

Unit 3
LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chatper II.

OBJECTIVES	*C.E. Code	ACTIVITIES
	—	1.8 The children will play in the "make-believe store." Play money, empty boxes, cans, etc., may be available and purchased with play money. On one day, children will be given real money to buy a candy treat or bubble gum.
		1.9 The children will listen to "Jimmy's Choices." See following page under "Notes."
		1.10 The children will listen to poem "General Store." Some day I'm going to have a store With a tinkly bell hung over the door, With real glass cases and containers and wide drawers all spilly with things inside. There'll be a little of everything Bolts of calico, balls of string, Jars of peppermint; tins of teas; Pots and kettles and crockery; Seeds in packets; scissors bright; Kegs of sugar, brown and white; Sarsaparilla for picnic lunches; Bananas and rubber boots in bunches I'll fix the window and dust each shelf, and take the money in all by myself It will be my store and I will say: "What can I do for you today?" Rachel Field
		1.11 Take a trip to a grocery store.
		1.12 Listen to the story, "Ask Mr. Bear"
		1.13 See the filmstrip, "Little Mailman of Bayberry Lane." The children will view this filmstrip and discuss the emotional needs of the pig.
		1.14 The children will discuss things that families cannot get along without. From the random answers the

RESOURCES	EVALUATION	NOTES
1.9 Book" Senesh, Lawrence. Our Working World, p. 126.		1.9 Jimmy's Choices My little friend, Jimmy, I watched one day. He wanted to eat, he wanted to play. What to do first, he didn't quite know. Then his stomach scolded, "Do you want to grow?" One sandwich he ate. Should he have two? It was hard to decide. What should he do? He ate another, and when he was through, He wanted no more; that much he knew. A cold dring-he thought boy, that would be nice! One glass of pop, then another with ice. Now Jimmy was full of food and drink. What next would he want? What do you think? Jimmy went outside to play
1.12 Book: Flack, Majorie		in the sun. He and Tommy would have lots
1.13 Filmstrip: SVE		of fun. Tommy said, as he looked at his kite in the tree, "If I had my kite, you could play with me."
1.14 Book: Senesh, Lawrence Our Working World, p. 27.		So Jimmy bought string and a kite to fly.

Unit 3
LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		1.14 (Cont'd) teacher should be able to help children review the three essentials that every family in the world needs: food, clothing and shelter.
		1.15 The children will discuss some of the things their family consumes. The teacher will lead the children to decide what we call people who use or use up things. Decide whether or not all members of the family are consumers.
		1.16 The children will discuss what must first be done to the things we consume (they must be produced). The children will discuss what we call people who produce things or who do useful work. They will decide if all family members are producers.
		1.17 Play game, "Producers and Consumers." The teacher describes someone who is either a producer or a consumer. Pupils clap if the person is a producer or rap on their desks if he is a consumer. They then explain their choice. Example: TEACHER: I'm thinking of a person who is dusting the furniture. Is he a producer or a consumer? Children: He is a producer, because he is doing useful work. TEACHER: I'm thinking of a person who is eating a hamburger. Is he a producer or a consumer? Children: He is a consumer, because he is eating or using the hamburger.
		1.18 The children will make charts of "People Who Consume" and "People Who Produce."
		1.19 The children will listen to The Little Indian Pottery Maker and discuss the little Indian girl as she learns how to produce clay bowls which are useful to her family.

RESOURCES	EVALUATION	NOTES
1.15 Book: Senesh, Lawrence, Our Working World, p. 27.		1.9 (Cont'd) And fly it they did, high in the sky. But after a while some friends he heard call, "We'd have a game if we just had a ball."
1.16 Book: Senesh, Lawrence, Our Working World.		If you remember this poem you will learn What all families do with the income they earn. They buy what they need most, good food to eat, And then they buy clothes and shoes for their feet.
1.17 Same as above. p. 27.		But then they find they want other things more, So back again they go to the store. On all kinds of goods our money we spend, For the things we want to go on without end.
1.19 Book: Clark, Ann N. Melmont.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		1.20 The children will listen to, Lucy and Tom's Day, and discuss the children helping their consuming, their playing, their feeling of security which all seems very significant. A good book for identifying producers and consumers.
		1.21 The children will listen to Lazy Day and discuss what would happen if every day were a lazy day.
		1.22 The children will listen to "The Grasshopper and the Ant" and discuss what happened to the grasshopper. Discuss the little ants: Why did they work so hard during the summer. Lead the children to realize every member of the ant family depended on the other for food.
		1.23 The children will view the film, "Family Teamwork." The film shows five who specialize in raising prize milk goats. Twelve year old Bill and teenage Barbara help with the housework and feed and milk the goats. The parents provide for the families needs and help the children get their goats ready to show at 4-H exhibits. Little Patty, age 5, tries to entertain as she helps the others.
		1.24 The teacher and children will discuss jobs they could do at home to help their parents. Have children illustrate with crayons. 1. Mow yard 2. Wash dishes 3. Pick up trash 4. Entertain brothers & sisters 5. Empty trash 6. Make up bed 7. Put dirty clothes in laundry

RESOURCES	EVALUATION	NOTES
1.20 Book: Hughes, Shirley Scott.		To help meet the child's emotional needs, the following books can be used as bibliotherapy for specific children: 1. Books to further security relationships. Margaret Wise Brown: The Runaway Bunny. Lois Lenski: Papa Small Frances B. Horwoch: We Love Grandpa. Jane Thayer: Where's Andy? Helen E. Buckley: Grandfather & I. Charlott Zolotow: Big Brother. Ruth Krauss: The Carrot Seed. Miriam Schlein: My Family. 2. Books for Self-Confidence Crockett Johnson: Harold and the Purple Crayon. Yen Liang: Tommy and Dee Dee. Karla Kuskin: Which House Is William? H. A. Rey: Where's My Baby? 3. Books to Meet the Need for Achievement. Ruth Krauss: The Carrot Seed. Watty Piper: The Little Engine That Could. Philip Krasilovsky: The Very Little Girl. Leonard Shortall: Country Snowplow. 4. Books for Meeting the Need to Belong to a Group. Myra B. Brown: My Daddy's Visiting Our School Today. Joan W. Anglund: A Friend Is Someone Who Likes You. 5. Books to Meet the Need for Safety. Russell Hoban: Bedtime for Frances. Myra B. Brown: Benjie's Blanket Crockett Johnson: Terrible Terrifying Toby.
1.21 Book: Schlein, Miriam		
1.22 Book: Senesh, Lawrence Our Working World		
1.23 Film; Firth Films.		

Unit 3
LESSON 2

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: People Work Together in providing goods and services.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBEJCTIVES	*C.E. Code	ACTIVITIES
2. The student will be able to point out some of the ways in which selected "job families" (occupational clusters) provide goods and services for the family. (The selected "job families" are: leisure, protection, health, construction and manufacturing.)	9, 10, 11, 12, 13, 14	2.1 The children will listen to Twelve O'Clock Whistle. They will discuss how many people work together to provide goods.
		2.2 The children will enjoy a match-mates puzzle game "People and Jobs."
		2.3 Children will learn fingerplay, "Five Little Busy Bees."
		2.4 The children will listen to Orange Juice For Terry and discuss how many people were responsible for Terry's orange juice. Count how many people were involved.
a. Leisure		2.5 Children can find out about hobbies of relatives and friends and report to class.
		2.6 The class might invite the following persons to introduce various ways in which children can use their free time. a. The librarian could tell about borrowing books from library and library programs such as story hour. b. The music teacher could show children how they can have fun playing in rhythm hands. c. A boy scout leader could tell about the pleasures of birds, stars, stones, and trees.
		2.7 Display pictures of children and adults enjoying various forms of recreation and hobbies. Have the children observe and discuss the pictures, encouraging them to tell what they and their families do to have fun.

RESOURCES	EVALUATION	NOTES
2.1 Book: Beim.		
2.2 Game: Playschool		2.2 Playschool Game, Order from David C. Cook, p. 23, $5.95.
2.3 Book: Scott, L.B., Rhymes for Fingers and Flannel Board McGraw-Hill, p. 97.		
2.4 Book: Broadman Press.		

Unit 3
LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.8 The children will learn the word recreation (K-level-the things we do to have fun).
		2.9 The children will tell about things that do not cost money (singing, games, listening to stories).
		2.10 The children will tell about things he enjoys that cost money-(toys, movies, television, fishing).
		2.11 The children will listen to "Little Fish That Got Away."
		2.12 The children will look at the fold-out picture-"The Coach that Helps Us." Let children tell how coach helps us. The children will play a riddle game guessing who will help them at play.
		2.13 The children could view the following filmstrips: "Fun At the Zoo" "Fun With Your Family" "Families Have Fun" "Recreation, Park and Playground" "Workers"
		2.14 The children will take a field trip to the zoo.
		2.15 The children will view "Our Auto Trip" about a family going to visit grandparents.
b. Protective (Policeman)		2.16 The children will review the filmstrip, "The Policeman." Review how many different things policemen do to help protect us.
		2.17 Invite a policeman to the class and have him show his various tools. Let the children handle each one. Have him tell how he helps to protect them.

RESOURCES	EVALUATION	NOTES
2.11 Book: Cook, Bernadine		
2.12 Picture: People in The Neighborhood "The Coach Helps Us", The Child's World, Inc. Mankato, Minn.		
2.13 Filmstrips: Eyegate.		
2.15 Filmstrip: SVE.		
2.16 Filmstrip: McGraw-Hill.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.19 The children will listen to following stories: (1) My Friend the Policeman (2) Policeman Small.
		2.20 The children will make policeman hats to wear as they play "policeman."
		2.21 The children will make paper bag puppets.
		2.22 Children will view the film, "Policeman at Work."
		2.23 Children will participate in fingerplay, "Five Strong Policemen."
		2.24 The children will view the filmstrip "Hide Away Puppy" and discuss how the policeman helped to find the lost puppy.
		2.25 The children will learn song, "I Like the Policeman."
		2.26 The children will learn, "Policeman, Policeman."
b. Protective (Fireman)		2.27 The children will look at the fold out pictures of the fireman. Lead a discussion as to firemen being another person who protects us. Discuss the various jobs the firemen perform.
		2.28 The children will make fireman's hat to be used in playing fireman.
		2.29 The children will make a trip to the fire station.
		2.30 The children will view the filmstrip "Johnny, the Fireman."

RESOURCES	EVALUATION	NOTES
2.19 Books: (1) David C. Cook (2) L. Lenski		
2.21 Book: Puppet patterns. Fearon Publishers.		
2.22 Film: Coronet Films.		
2.23 Book: Scott, L.B., _Rhymes for Fingers and Flannel Board_. p. 25. McGraw-Hill Co.		
2.24 Filmstrip: SVE		
2.25 Book: Choate, _Music for Early Years_.		
2.26 Book: Wood, L. _Singing Fun_.		
2.27 Study fold-out pictures: The Child's World.		
2.30 Filmstrip: SVE.		

Unit 3
LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.31 The children could illustrate ways that the fireman protects us.
		2.32 The children will listen to the Country Fireman.
		2.33 The children will view, "Chester, the Little Pony."
		2.34 The teacher will provide old water hose for outside play so that children can be firemen.
		2.35 The teacher and children will discuss the "fire alarm" drill that will be practiced during the school year. Rules of order will be discussed and a trial practice may be rehearsed. Make sure that children understand that four rings meand a fire alarm.
		2.36 The teacher and chilren could discuss how we could help the fireman: 1. Not play with matches. 2. Never play with fire alarms. 3. Get out of a house as quickly as possible in case of fire.
		2.37 The children will make a home fire extinguisher to take home and use if necessary. Use a coffee can with a label saying FIRE in red. Fill this with a large box of soda. Discuss the application of soda to a stove fire. Discuss the difference and similarities of the fire extinguisher at school.
		2.38 The children will learn the following songs: (a) "Fire Song" (b) "Five Little Firemen"

RESOURCES	EVALUATION	NOTES
2.32 Book: Beim, J. Morrow Co.		
2.33 Filmstrip: SVE		
2.38 Book: (a) "Fire Song" Choate, Robert Music for Early Childhood. Am. Book Company, p. 95 (b) "Five Little Firemen." Wood, Lucille. Singing Fun. Webster.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
C. Health (1) Grocery Store		2.39 Let the children look at the picture fold out of the grocer. Have them discuss why we need the grocer.
		2.40 Let the children listen to the poem, "let;s Buy Groceries."
		2.41 Set up a play grocery store in the room with empty cans and cartons. Have the cash register out also. Let the children take turns being the grocer.
		2.42 Let the children go on a field trip to the grocery store. When they return let then name as many things as they can that can be bought in the grocery store.
		2.43 Children will participate in the fingerplay: "Five Little Grocers" This little grocer is Mr Red... He sells his butter and good white bread. (Point to little finger of right hand) This little grocer is Mr. Green... He sells cakes and yummy ice cream. (Points to ring finger of right hand) This little grocer is Mr. Blue... He sells potatoes and carrots, too. (Point to middle finger of right hand) This little grocer is Mr. Brown.... He sells oranges, big and round (Point to forefinger of right hand) This little grocer is Mr. Black... He loads everything good in my sack. (Points to thumb of right hand). Unknown
		2.44 Children will help plant a garden in the play yard. Let the children then discuss how the food gets from the garden to the grocery store.

RESOURCES	EVALUATION	NOTES
2.39 Picture Fold Outs: Moncure Jane B. "People in the Neighborhood" Fold out number 4, The Child's World.		
2.40 Same resource as above.		
2.43 Book: Scott, L.B., Rhymes for Fingers and Flannel Board, McGraw-Hill.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.45 Children will listen to the story, Ted and Nina go to the Grocery Store.
		2.46 Have the children cut out pictures of some of the things we buy at a grocery store. Make a bulletin board from this.
		2.47 Children will listen to the story, I Want to be a Storekeeper.
		2.48 Play a memory game by letting one child be the grocer and then call off several items to see if the children could go to the play store and ask for the items called.
		2.49 Children can guess answers to riddles about people who work in the grocery store such: We visited a grocery store. We saw Judy's mother. She works there everyday. When we buy foods, she takes our money. She gets money paid to her for this. What is her job?
		2.50 The children will learn fingerplay: "Five Little Pennies" Five little pennies went to the store. (Hold up five fingers) One bought a peppermint; then there were _____. Four little pennies belong just to me. (Hold up four fingers) One bought a pencil, then there were____. Three little pennies I'll share them with you. (Hold up three fingers). One bought a lemondrop, then there were _______. Two little pennies as bright as the sun. (Hold up two fingers) One bought a marble, then there was ___. One little penny was all I had to pay. (Hold up one finger.) I put it in my piggy bank for a rainy day! (Children say the number of pennies remaining each time.)

RESOURCES	EVALUATION	NOTES
2.45 Book: Bendick, Marguerite		
2.47 Book: Greene, Carla Children's Press.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.51 The children will learn fingerplay, "Five Brown Pennies" Five brown pennies in my purse; (Hold up five fingers.) This one's for some gum; (Point to thumb). This one's for a lollipop; (Point to pointer finger). This one's for a drum. (Point to middle finger). These I'll save inside my purse, (Point to ring and little fingers) Until your birthday comes!
		2.52 The children could learn fingerplay, "Nickels" Three little nickels in a pocketbook new, (Hold up three fingers) One bought a peppermint, and Then there were two (Bend down one finger) Two little nickels; Before the day was done, One bought an ice cream cone, and then there was one. (Bend down another finger) One little nickel; I heard it plainly say, "I'm going into the piggy bank For a rainy day!" J.J. Thompson
C. Health (Medical Doctor)		2.53 Present picture card of a doctor. The children will identify doctor. Let children discuss what the doctor is doing, who he is helping and how he is helping.
		2.53 Show tool the doctor uses when listening to your heart. What is it called? Has doctor listened to your heart? Children will discuss what the doctor is wearing.

RESOURCES	EVALUATION	NOTES
2.53 Picture foldouts: Moncure, Jane B. "People In the Neighborhood" The Child's World.		

Unit 3
LESSON 2

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.55 Children will look at fold out picture "The Doctor Helps." Let children discuss each picture.
		2.56 Children will listen to story, Curious George Goes to the Hospital.
		2.57 Children will learn a fingerplay, or song: Miss Polly had a dolly That was sick, sick, sick, She rang for the doctor To come quick, quick, quick The doctor came with his bag and his hat And he wrapped on the door With his tap, tap, tap He looked at the dolly And he shook his head He said, "Miss Polly, put her to bed. He wrote on hid pad for a pill, pill, pill Said I'll be back tomorrow For my bill, bill, bill.
		2.58 Children will learn to dial operator O state their name and addresses. Briefly state the problem.
		2.59 Let children listen to books about doctor for enjoyment (a) I Want to Be a Doctor (b) A Visit to the Doctor (c) My Friend the Doctor (d) Come to Work with Us in the Hospital
		2.60 The teacher will invite a doctor (dentist, family doctor, or optometrist to school to discuss how he helps to keep the children healthy. Have him show various tools he might use.

RESOURCES	EVALUATION	NOTES
2.55 Picture foldouts: Moncure, Jane B. "People In the Neighborhood" The Child's World.		
2.56 Book: Rey, H.A., Scholastic Book Service.		
2.59 Books: (a) Green, Carla Children's Press. (b) Berger, Knute, Grossett and Dunlap. (c) Cook, David C. (d) Wilkerson, Jean & Ned, Sextant.		

Unit 3
LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.61 The children will make doctor's hats so they can play in the doll corner.
		2.62 The teacher will ask the school nurse to visit the children and tell them how she helps keep the children healthy.
		2.63 The girls in the class could make nurses hats to play in the doll corner.
		2.64 The children could learn the song, "The Dentist."
		2.65 The children will listen to "Nickey Goes to the Doctor."
		2.66 The children will view a filmstrip, "The Three Pigs."
		2.67 Discuss the material that the little pigs got to build their homes and where the materials came from.
		2.68 The teacher and children will work together and make three charts-one for each little pig, and list materials each little pig used.
		2.69 The children will discuss the charts one at a time. Beginning with Chart 1, the little pig who built his house of straw. The discussion of Chart 1 should include: Straw is dried plant stems. Straw will burn. Straw will decay. Straw is not strong. Straw is available and free.
d. Construction and Manufacturing.		2.70 Repeat activitiy using Chart 2- the little pig who built his house of sticks. The discussion of chart 2 should include: Sticks are tree limbs. Sticks will burn. Sticks will decay.

RESOURCES	EVALUATION	NOTES
2.64 Book: Choate, Music for Early Childhood. Am. Book Co.		
2.65 Book: Scarry, Richard Things to Know, p. 129.		
2.66 Filmstrip: SVE.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.70 (cont'd) Sticks are stronger than straw. Sticks are easy to get. Sticks are free.
		2.71 Repeat activity using chart Chart 3-the little pig who built his home of brick. The discussion of Chart 3 should include: Bricks are cement, sand & clay molded together, and baked. Brick will not burn. Brick will not decay. Brick is stronger than straw and sticks. Bricks have to be produced. Bricks cost money. Bricks take more time to build with.
		2.72 The teacher and children will make a chart listing all the materials the third little pig used to build his house. Some materials to be included are: Bricks-Brickyard Wood-Sawmill Glass-Glass Factory Nails-Ironworks Screws- " Motor-sand & cement pipes-ironworks lights- doors-mill works windows- " Tile Roofings ceilings paint chemicals wallpaper carpet
		2.73 Discuss where the little pig got these materials, and who produced them. Add to the chart who could have manufactured the product.
		2.74 Have the children count how many jobs the little pig did while building his house.

RESOURCES	EVALUATION	NOTES

Unit 3
LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.75 Listen to the story House Construction and relate those jobs the little pig did as he built his house.
		2.76 Have the children compare and contrast the three little pigs houses in respect to: 1. safety 2. cost 3. effort in building 4. amount of time it took to build 5. durability 6. enjoyment 7. security 8. satisfaction
		2.77 The children will discuss "Tools" that little pig could have used. Richard Scarry's Book.
		2.78 Learn the song, "Who's Afraid of the Big, Bad Wolf?"
		2.79 The children will dramatize the story of The Three Pigs.
		2.80 The children will make bricks out of cement and sand.
		2.81 The children will listen to "Plenty to Watch"
		2.82 The children will listen to poem "Engineers" Pistons, valves, and wheels and gears That's the life of engineers Thumping, chunking engines going hissing steam and whistles blowing There's not a place I'd rather be Than working round machinery Listening to that clonking sound Watching all the wheels go round.
		2.83 The children will view "Mr. Bear's House."

RESOURCES	EVALUATION	NOTES
2.75 Book: Wilkinson, Jean & Ned Haughton-Mifflin		
2.77 Book: Scarry, Richard Things to Know, p. 126.		
2.78 Record: Walt Disney.		
2.80 Book: Yashima, Mitsue.		
2.83 Filmstrip: Eyegate.		

Unit 3
LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.84 The children will listen to Everybody Has A House, and compare houses.
		2.85 The children will listen to the story, "The Three Little Pigs" and talk about how each built their house. Discuss materials each used as to whether they manufactured or not. Discuss who made bricks, door, glasses, nails,etc.
		2.86 The children will listen to poem: "Round and Round Go the Wheels" Factories are places where men work hard. Making swings and things to put in your yard. Other things, too, men in factories make, car, tv sets, toys, and boats for the lake. After all these many things are made, all these daddies must be paid. The things they produce must be shipped away, In trucks. Some dads deliver them each day. All over the town these goods they take. To all kinds of stores before you're awake. Trucks bring clothes, cameras, and rings; Toy trains, dolls bed, oh! many things! In all the stores good salesmen try, To sell Moms and dads what they want to buy. When salesmen have sold the goods in their store, Factory workers are happy to make some more. William Rader
		2.87 The children will listen to poem, "Think of That!" The train that you ride on,

RESOURCES	EVALUATION	NOTES
2.84 Book: Green, M.B.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.87 (Cont'd) The sled that you slide on Came from the earth somewhere. The bed where you sleep, And your strong little jeep Came from the earth somewhere. The paper you write on, the bones that dogs bite on Came from the earth somewhere. The plane that you speed in, The book that you read in, Came from the earth somewhere. Your ball and your bat, Your hammer and hat, And all of the clothes that you wear; Your food in a can, Your stove and your pan Were made by some workers somewhere. Think of that! Think of that! THINK OF THAT!
		2.88 The children will view The House That Jack Built.

RESOURCES	EVALUATION	NOTES
2.88 Filmstrip & Record. Weston Woods.		

Unit 3
LESSON 3

SUBJECT: People Work Together (K)   TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: People Work Together in Providing Goods and Services for the family.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
3. The student will be able to demonstrate how goods and services are secured from "job families" through resources (money).	9, 10, 11, 12, 13, 14.	3.1 Let the children view the filmstrip: "Food and Food Helpers." 3.2 After introducing a farm unit, let the children make butter out of whipping cream. Discuss the dependence of the calf on its mother. Discuss how we need milk and how we depend on the cow. 3.3 Let the children discuss who could help them when they are lost, hungry, or sick. Have then name the people and the jobs involved. 3.4 Let the children view the filmstrip "Where Did It Come From?" Bread, Meat, Shoes, Books, & Magazines. 3.5 Have the children listen to the story, Ten Big Farms. 3.6 Have the children describe the types of transportation they have in their family and where their parents bought the transportation. Let them draw pictures of their type of family transportation. 3.7 Let the children talk about the mailman, milkman, and newsboy and how they bring services to our home. 3.8 Show the children a picture of an unfinished house and ask the children to name workers needed to help finish the house. Let the children tell why they would need to pay the workers.

RESOURCES	EVALUATION	NOTES
3.1 Filmstrip: SVE		
3.4 Filmstrip: Eyegate		
3.5 Book: Ipcar, pub. Knopf		

Unit 3
LESSON 3 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		3.9 Have the children participate in the fingerplay, "The Baker Man."
		3.10 Let the children see pictures in a book Families and Their Needs to stimulate discussions about similar human needs. Ask the children to point out pictures that show needs we would have to satisfy by paying money.
		3.11 Have the children participate in the song, "The Filling Station Man."
		3.12 Let the children view the filmstrip "Milk" Where Does It Come From Series.
		3.13 Take a trip to a dairy to see source of butter, milk, cheese.
		3.14 Let the children participate in the fingerplay, "On The Farm."
		3.15 Children can watch filmstrip and listen to record, Caps for Sale.
		3.16 Let the children act out the story, Caps for Sale.
		3.17 Have children review fingerplays 1. Five Brown Pennies 2. Nickels 3. Five Little Pennies
		3.18 Children will listen to Pelle's New Suit.

RESOURCES	EVALUATION	NOTES
3.9 Book: Scott, Louise B. Rhymes for Fingers and Flannel Board, McGraw-Hill.		
3.10 Book: Anderson, Edna. McGraw-Hill.		
3.11 Book: Scott, L.B. and Wood, L. McGraw-Hill.		
3.12 Filmstrip: Eyegate.		
3.14 Book: Scott, L.B., Rhymes for Fingers and Flannel Board McGraw-Hill.		
3.15 Filmstrip and Record: Weston Woods.		
3.17 Refer to Unit 2.50, 2.51, and 2.52.		

Unit 3-EVALUATION

SUBJECT: People Work Together (K) TOPIC: People Work in Families

OVERALL IDEA TO BE LEARNED: People Work Together in Providing Goods and Services for the family.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
OVERALL EVALUATION OF OBJECTIVES 1, 2, and 3.		

RESOURCES	EVALUATION	NOTES
	"Follow the trail and find out." Place pictures of workers on back of foot print (children's). Scatter prints on floor. The children will walk on prints until signal to stop. Child turns over the footprint he is standing on and must tell one thing the worker does. A play can be given by the children entitled, "The Three Little Pigs." Children can show through this play how they have learned about construction and manufacturing.	

FIRST GRADE

Learning Episodes

SUBJECT: Social Studies (1) TOPIC: Self & Others

OVERALL IDEA TO BE LEARNED: Behavior, attitude, and feelings of each person and group influence other persons and groups in important ways.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Identifies generalization about self 1.1 Gives ways an individual may be described. 1.2 Generalize example of own self characteristics and attributes. 1.3 Discovers uniqueness of self. 1.4 Compares self and others.	1	1.1 Ask children to close their eyes. 1.2 and think for a moment about 1.3 something they know how to do. 2.2 a) Then ask them to draw a picture of something they know how to do. b) Have each child show his picture and tell: (1) What he knows how to do. (2) Who taught him how to do it. 1.4 Let children draw or find pictures in magazines of work done by them and their family. Play game "Guess what Job I'm Doing." Children pantomine and other guess.
2. Understand how interests develop 2.1 Explain what is an "interest." 2.2 Describe how people become interested in an activity. 2,3 Develops "inventory" of own interests.	2	2.3 Let children trace hands, cut out and mount. a. Say this poem These little hands will work for you. They can be important to the family, too. There are so many things these hands can do. By helping they can say, "I love you."

RESOURCES	EVALUATION	NOTES
1. What to Be? Children's Press. 1. Our Working World, Families at Work. SRA 1. Filmstrip-"Working With Others" Eyegate. 1. Filmstrip-"Families Work Together" Eyegate.	1. An interest inventory of children's preferences of careers can be administered. This will provide insights helpful in teaching.	1. Stress the importance of peoples' jobs and the responsibility each has in fulfilling these jobs.
2. Bullentin Board "All Work is Important" (Pictures from Magazines or Childrens' drawings on various careers.).	2. As children show and tell of their pictures encourage them to express themselves (communicate) in a way so the viewer will understand.	2. Allow time for role-playing.

Social Studies (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
3. Tells stories about personal experiences.	1	3.1 Dramatize endings to stories as: This boy was used to being first all the time and ______________. 3.2 Let children think up stories to dramatize endings.
4. Uses a variety of means and media to express emotions.	10	4.1 Draw face in mirror (ditto) "When this happens I am ______________. 4.2 Children find pictures showing expressions or feelings. 4.3 Children suggest classroom responsibilities they want to perform. (Rotate these each week.)
5. Participates in role playing problem situations (difficult situations) which could develop between people (i.e. parent-child; teacher-student; employer-employee).	10	5. Select unfinished stories from N.E.A. or Shaftel and Shaftel and role play. Discuss alternatives and responsibilities.
6. Identifies emotions or feelings: a. Loneliness b. Anger c. Fear d. Excitement e. Confidence f. Eagerness g. Depression h. Appreciation i. Resentfulness j. Frustration k. Friendliness l. Happiness m. Sadness n. Unfriendliness	1, 7	6.1 Dramatize "I am a ________ now." 6.2 Experience charts from teacher guided responses, "I want to be a __________ when I grow up and I should now try to __________." (or/ and discussions on). When I grow up I will have to __________. (work) We work to _________ (make a living, provide for our family wants and needs.) I can learn to do this work ___________ and by ___________. Discussion: 6.3 Will a job be available for me? Will it make me a living? Why would I like to do this? Can I have more than one interest? Should I choose some job I can be happy doing? and one that I might help others be happy?

RESOURCES	EVALUATION	NOTES
3.1 "I'm Glad I'm Me," Putman.		Emphasize--- Don't say " I Can't" say "I'll Try."
3.2 "Who Am I?"		If at first you don't succeed, try, try again.
4.1 Childcraft #14, About Me.		
4.2 You and Others.		
4.3 Young Children's Thinking.		
6.1 Pictures: "Moods and Emotions" The Child's World		
6.2 The Human Values Picture Set Steck-Vaughn Co.		
6.3 "People We Know" Media for Ed., Inc.	Overall Teacher Observation Do the children realize now that they are unique individuals? Do they realize that even though they do not think or do as others, that theirs may be just as right? To they realize emotions and feelings can be changed to "positive?"	

LESSON 1

SUBJECT: Reading (Grade 1)   TOPIC: Assessing skills important to reading readiness.

OVERALL IDEA TO BE LEARNED: Reading Readiness Level of each child.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
I. Child will demonstrate his level of Reading Readiness:	1	
A. In Motor Development 1. Hop 2. Skip 3. Jump Rope 4. Throw a ball 5. Catch a ball 6. Walk on a line 7. Walk up and down steps 8. Tie shoes 9. Cut with scissors 10. Use a pencil		A. Using small groups and observing their attitudes, the teacher asks the children to do the following motor skills: 1. Hop 2. Skip 3. Jump Rope 4. Throw a ball 5. Catch a ball 6. Walk on a line 7. Walk up and down steps 8. Tie shoes 9. Cut with scissors 10. Use a pencil
B. In ability to determine right and left.		
1. In reference to self		B1. Using small groups and observing their attitudes, the teacher asks the children to do what she says: 1. "Show me your right hand." 2. "Show me your right foot." 3. "Show me your left hand." 4. "Raise your left hand." 5. "Stamp your left foot." 6. "Shake your right hand."
2. In reference to others and objects.		B2. Face the children and say: 1. "Show me my right hand." 2. "Show me my left hand." 3. "Touch your right knee with your right hand." 4. "Touch your right knee with your left hand."

RESOURCES	EVALUATION	NOTES
A. Items are adapted from: 1. *The Harling Kindergarten Screening Test*-Harling, Norris. 2. *Motor Skills Test*-Kephart. 3. *The Slow Learner in the Classroom*-Kephart. 4. *Speech in the Elementary Schools*-Los Angeles City Schools Curriculum Publication.	A. Through observation and performance of each child the teacher estimates the Reading Readiness level in Motor Skills.	Need: Jump Rope Ball Area marked with a line Stairs or steps Shoe with lace Paper Scissors Pencils
B. Same as above.	B. Through observation and performance of each child, the teacher estimates the Reading Readiness level in ability to determine right and left skills.	Objects.

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
C. In identification of body parts	1, 2, 6, & 8	
1. By drawing "the very best" person he can.		C1. Draw a very nice picture of a person or yourself.
2. By showing the parts of his body named.		C2. Play a game: "Simon Says" "Touch your shoulders" "Touch your ankles" "Touch your feet" "Touch your ears" "Touch your eyes" "Touch your nose" "Touch your mouth" "Touch your head" "Touch your elbows"
3. By showing parts of the body named in a picture of a person.		C3. Show me the head, the neck, the arms, the fingers, etc.
D. In Visual Perception 1. Hand-eye Coordination a. Circle b. Square c. Triangle d. Beads e. Large letter VPDEML		Show the children a circle, a square, and a triangle. 1. a, b, c, Ask the child to draw a circle, a square and a triangle the best they know how. Observe how they react during this activity and the following ones. 1. a,b,c, Ask the child to cut circles, squares and triangles out of paper. 1.d Ask each child to string six beads. (Large Primary) Ask the child to draw VPDEML on chalk board.
2. Spatial Relationship a. Use two peg-boards		2.a. Teacher makes a simple design on one pegboard and asks the child to duplicate the design on his board.

RESOURCES	EVALUATION	NOTES
C. Same as A.	C. Through observation and performance of each child the teacher estimates the Reading Readiness level in identification of body parts skills.	Need: Paper, Pencils, Large picture of a person.
D. Same as A.	D. Through observation and performance of each child the teacher estimates the Reading Readiness level in Visual Perception Skills.	Circle, Square, Triangle, Large letters VPDEML, 2 pegboards, 3 cars (red, blue, green).

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
b. Using three small cars (red, blue, green).	A	2.b. Teacher gives the child specific directions: "Put the red car beside the blue car." "Put the green car behind the red car." "Lift the green car over the red car and put it in front of the red car." "Move the blue car forward." "Move the red car backward." "Pick up the red car in your right hand." "Pick up the blue car in your left hand."
3. In Figureground Perception		D3. Ask the child to find all the same beads in a box of assorted beads. After superimposing the outline of a house upon the outline of a tree, ask the child to outline the tree with a crayon.
E. In Visual Discrimination	1	
1. Likenesses and differences.		E1. Ask child to match geometric forms on the large card with the individual form the teacher holds up (i.e., circle with circle, etc.). Use all forms-triangle, square, diamond. Sort buttons (assorted in a box). Ask the child to find all the buttons which are the same and place them in individual boxes. Sort colors (use assorted color discs). Ask the child to sort these into piles of colors which are the same. Ask the child to match the individual letters with the letters on the large card. Say: "Find the one that looks like this one." Teacher notes observable behavior which may indicate vision problem.

RESOURCES	EVALUATION	NOTES
See previous portion of lesson 1.		
		D3. box of beads outline pictures crayon.
E. Same as A.	E. Through observation and performance of each child the teacher estimates the Reading Readiness level in Visual Discrimination.	Need: Large card with all geometric forms: circle, triangle, square, diamond, rectangle. Individual cards of each geometric form. Box of buttons, Box of color discs, Large card with F, E, D, P, B, C. Same letters on individual card. Objects. A picture.

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
F. In Visual Memory	1	F. Teacher shows three objects. Covers one. Ask child "Which one did I hide?" Same for four objects. Same for five objects. Show the child a picture. Remove it and ask the child to tell all he remembers about the picture.
G. In Language Usage	1	
1. Statements.		G1. The teacher instructs the child to say, "yes" if statement is true, "no" if not true. Roses walk. Dogs bark. Houses run. Cows give milk. Houses are to live in. Chairs are to eat.
2. Verbal direction.		G2. Ask the child to, "Touch the table and your shoe." "Touch your knee with your right hand."
3. Auditory association of ideas by classifying objects verbally.		G3. Ask child to, "Name all the animals you can." "How are a pig and a cow alike?"
4. Visual association of ideas.		G4. Ask the child to classify pictures into categories such as farm animals, machinery, and plants. Show the child two pictures and ask him how they are alike and how different, i.e., car and truck, table and chair, etc.
5. Problem Solving.		G5. Say to the child: "If you couldn't find your sweater, how would you go about finding it?" Ask the child to repeat simple sentences. Does he omit or add words? Does he change the order of the words in the sentences.

RESOURCES	EVALUATION	NOTES
F. Same as A.		
G. Same as A.	G. Through observation and performance of each child, the teacher estimates the Reading Readiness level in Language Usage.	Need: Table, Sets of animals, machinery, plants, Pictures.

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
H. Auditory Discrimination of likenesses and differences.	1	H. Ring two bells as the child listens and watches. Blindfold the child. Ring one of the bells. Ask child "Which bell did you hear?" Observe his behavior. Ring two bells or listen to two notes on the piano. Say to the child, "Say, 'yes' if they sound the same." "Say 'no' if they sound different." Do the dame with the pairs of words: lip-log him-hen jam-jack Mickey-Nickey cat-catch pig-pit his-his let-ladder red-rest big-big jump-jug back-bed but-hen
I. In Auditory Memory	1	I. Ask the child to repeat from rote memory; i.e., 82, 587, 4857. Ask the child to remember and do a series of commands: i.e., "Put the book on the table." "Bring me a pencil." "Sit on the chair." Ask the child to do what I do & see if he reproduced the same patterns. Clap 4 times, etc. Stamp 2 times, etc.
J. In ability to put events in logical sequence.	1	J. Tell the children a story. Provide pictures and let child place them in logical order to retell story. Provide pictures of a child's day. Ask child to place them in sequence. i.e., getting up in the morning. getting dressed brush teeth eating breakfast going to school etc.

RESOURCES	EVALUATION	NOTES
H. Same as A.	H. Through observation and performance of the child, the teacher estimates the Reading Readiness level in Auditory Discrimination of likenesses and differences.	Need: Bell, Piano, Blindfold band.
I. Same as A.	I. Through observation and performance of the child, the teacher estimates the Reading Readiness in Auditory Memory.	List of numbers. List of commands.
J. Same as A.	J. Through observation and performance of the child, the teacher estimates the Reading Readiness in ability to put events in logical sequence.	Need: Pictures of Stories, Pictures of a child's day.

LESSON 2

SUBJECT: Reading (Grade 1) TOPIC: Awareness

OVERALL IDEA TO BE LEARNED: Child begins to form generalization about self with positive attitude.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. To differentiate and appreciate: "self" and "others." A. At school and home in work and play.	1, 3	1.1 After children have informally met and greeted each other, the teacher initiates a discussion of work and play by asking simple questions such as: 1. Do you ever work? 2. Do you like to work? 3. Does mother work? 4. What do you do when you play? 5. Why do you play? 6. Is play fun? 7. Can work be fun? 8. Why does your dad work? 9. Do you like to play games? 10. When you like to do something, it is called ________. 11. Sing, "If you're Happy." 12. Lets see if Johnny really had fun. Show filmstrip-"A Big Day for Johnny," and end with a discussion and play the game "Who Am I?" Teacher points to a child who in turn stands before another child and says "Who Am I." If the seated child says his name correctly, he goes to another seated child, etc.
B. In the Reading Readiness book characters, Jimmy, Sue, Pepper.	1, 4	1.2 Acquaint the children with Jimmy, Sue, Pepper. 1. Using the puppets, ask, "Who is the girl? The boy? The dog?" 2. Using ABC Reading Readiness book, Fun for All, which page did you like best? Do you like these new friends? 3. Using the filmstrips, "Now We Go to School," discuss each. After identifying and showing

RESOURCES	EVALUATION	NOTES
1.1 Filmstrip Projector Filmstrips from We're Growing Up series, "A Big Day for Johnny" from G.E. Phonoview Set: Song: "If You're Happy." G.E. Phonoviewer.	1.1 Child is able to distinguish between work and play.	1.1 Filmstrip Projector Filmstrip: "A Big Day for Johnny" G.E. Phono-viewer.
1.2 ABC Readiness Book, Filmstrip Projector, Filmstrip "Now We Go to School" "New Friends at School," Ed. Projections Corp.	1.2 The child is to acquaint and master the names of the three main characters-Jimmy, Sue, Pepper.	1.2 Fun for All, Book Filmstrip Projector Filmstrips: "We Go to School" "New Friends at School" Puppets of Jimmy, Sue and Pepper.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
C. In the Mother Goose Rhymes.	4	1.3 Sing, recite and/or play role "Old Woman Who Lived in a Shoe." (Housewife), "Little Boy Blue" (Sheep Herder), "Mary Had A Little Lamb" (Attends School), Sing a Song of Sixpence" (Maid), Barber, Barber, Shave a Pit" (Barber), "Tom, Tom, the Piper's Son" (Musician), "The House that Jack Built" (Builder), and "Mary, Mary, Quite Contrary" (Gardener).
D. With the school principal, librarian, personal, coach, lunchroom workers, and aides.	1, 4, 6	1.4 Take the children on a tour of the school: Principal's Office Teachers Library Lunchroom Custodians Aides After the tour, discuss what each one's work or job is and end up making experience chart booklets, collage. Read: I Want to be a Teacher, etc.

RESOURCES	EVALUATION	NOTES
		1.2 (Cont'd) the children picture books, enviroment cards, puzzles, pegboards, boxes of beads and discs or buttons, classifying pictures sets, clay, etc., let the children choose to manipulate, explore, role-play, create, draw, read pictures.
1.3 The Mother Goose Rhymes, Childcraft, Vol. 1.	1.3 Child is able to identify the job each Mother Goose Rhyme depicts in the ones studied.	1.3 "Mother Goose Rhymes" by De Angeli, M. or from Childcraft, Vol. 1.
1.4 Book: I Want to be Series.	1.4 Child is able to be aware that different people do different jobs around school.	1.4 Books: I Want to Be Books available.

LESSON 3

SUBJECT: Reading (Grade 1) TOPIC: Awareness

OVERALL IDEA TO BE LEARNED: Child receives different forms of sounds.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Identifies enviromental sounds.	1, 2, 3, 4	1.1 Using "Fun for All," p. 18, 19, children identify each picture and the sound made. 1. Ask the children which sounds could you hear in school, outdoors, from people, from machinery. "Can you hear the same sounds with your eyes closed?" 2. Take the children out on the sidewalk to listen to sounds around them. When back in the classroom ask, "What sounds did you hear? Who made the sound? Truck, car, tractor, bird, lawn mower, etc. Besides letting the children talk about sounds that were heard, let them discuss the uses of each. Are they used for work and by whom? Is this what we are doing "work"? 3. Let a child make a sound (imitate) and the class identifies it. 4. Do hands-on experiences with: bell, horn, clock, scissors, ball, whistle, blocks, marbles, etc. 5. Take the children down the hall of the Business Department. What sounds did you hear. Typewriters, machines, water cooler, etc. 6. What animal sounds can you hear? dog? cow? bird? etc? 7. What are some sounds people make? crying, talking, baby cooing, angry voices, etc.

RESOURCES	EVALUATION	NOTES
1.1 ABC Book: "Fun for All," pg. 18, 19. Outdoors, School Building, Bell, Horn, Clock, Scissors, Ball, Whistle, Blocks, Marbles.	1.1 Child is aware of the variety of enviromental sounds.	1.1 "Fun for All," pgs. 18, 19. Make a brief tour outdoors and different school halls. Bell, horn, clock, scissors, ball, whistle, blocks, marbles.

LESSON 3 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
2. Listens to music for definite purposes.	1, 2, 3, 4, 5.	2.1 Using records of popular songs, patriotic songs, and nursery rhymes, the children listen in order to identify the words in the song. 1. Using the same media above, let the children clap to the familiar music, sing the song, pantomine the action, or just listen. 2. Using the same media above, let the children actively participate in whatever rhythmic activity the music stimulates them to make; afterwards ask: Was it fun?" 3. Show children pictures of dancers, musicians, music paper, instruments. Say: "Like which one of these do you feel?" 4. Give children a chance to talk about great entertainers. 'Did they have to work hard to prepare for their careers?" 5. Review the nursery rhymes used in the previous lesson, Lesson 2, and selects and identifies the career they represent. Example: Little Boy Blue-Shepherd or sheep herder, rancher, cowboy. Simple Simon-baker. After filmstrip: "Favorite Rhymes, discuss it.
3. Listens to various forms of oral presentation.	1, 2, 3, 4, 5, 6.	3.1 Teacher reads to all the children: 1. A story-Ex. "Are You My Mother?" 2. A rhyme-Ex. "Jack Be Nimble" 3. Poem or poems, "Old Mother Hubbard" Children will listen for enjoyment to these and also to an invited community helper. 2. Teacher selects a group of children to participate in a play for the rest of the class to listen for enjoyment.

RESOURCES	EVALUATION	NOTES
2.1 Any appropriate record from school record library, filmstrip projector, filmstrips, "Favorite Rhymes."	2.1 Child can differentiates his listening to music for definite purposes.	2.1 Records from record library and school filmstrip projector: "Favorite Rhymes."
3.1 Book: "Are You My Mother?" by Any Mother Goose or Nursery Rhyme Book, Records, Record Player, Tape Recorder, Tapes, Cassette Player, Cassettes.	3.1 Is able to enjoy various forms of oral presentations.	3.1 Book: "Are You My Mother?" Any Mother Goose or Nursery Rhyme Book. Records, Record Player, Tape Recorder, Tapes, Cassette Player, Cassettes.

LESSON 1

SUBJECT: Mathematics (Grade 1) TOPIC: Pre-assessment Activities

OVERALL IDEA TO BE LEARNED: The following objectives can be used as part of an evaluation record to be passed on to next teacher.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
Geometry		
1. Differentiates closed between closed, open curves.		1.1 Individual Activity-flannel board yarn placed in various open, closed curves. Let child trace with finger to decide if he can get back to starting point. If can it is a closed curve, if he can it is an open one. 1.2 Workbook Activity-ditto sheet made by teacher of several open and closed figures. Picture of happy clown with hat, and sad clown without hat are drawn below each curved figure. "The clown with his hat. The clown is sad because he did not find his hat. The dot on each picture is the clown's hat. Start at the dot and try to follow the path back to the hat. If you can draw a ring around happy clown. (Talk about open and closed curves.).
2. Identifies inside, outside, on and between.		2.1 Individual Activity-on flannel board have pupil place object inside or outside closed curves. Discussion: can there be inside, outside to open curve, how can you tell if it is open or closed curve, which point is between other two. 2.2 Workbook Activity-ditto made by teacher or several open, closed curves. Instruct child to put red dot inside picture No. 1 and blue dot outside, yellow dot on the figure, and between two other figures.

RESOURCES	EVALUATION	NOTES
1.1 Flannel board, yarn.	1.1 Teacher observation-can child successfully differentiate between open and closed curves?	
1.2 Teacher-made ditto sheets, pencils.	1.2 Teacher observation-Did he follow directions? Did he choose correct answer?	
2.1 flannel board, yarn, flannel cutouts.	2.1 Teacher observation-Did he follow directions? Does he know colors? Does he show that he understands meaning of inside, outside, between, and on?	
2.2 Teacher-made ditto and colors	2.2 Teacher checks papers for use of correct color and correct placement of dots.	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
3. Distinguish between triangle circle, square.	8	3.1 Individual Activity-instruct child to separate pile of blocks into sets of triangles, circles, squares.
		3.2 Workbook Activity-Text pp. 2,3.
Relationships 4. Compare objects in regard to (a) small-large; (b) few-many; (c) greater-less.	8	4.1 Individual Activity-Instruct child to assort toys according to (a) animals that live on the farm/zoo, (b) toys with-without wheels. Discuss relation words as to size, number, quantity, etc.
		4.2 Workbook Activity- Text p. 8.
Sets 5. Identifies a set.	8	5.1 Individual Activity-instruct child to sort collection of various objects into sets (either like sets or one of each kind in set).
		5.2 Workbook Activity-Text p. 4.
6. Pairs members of two given sets (one-to-one correspondence.)		6.1 Individual Activity-Give pupils magazines, paper, paste, scissors. Instruct them to cut out pictures of mother, daddy, boy, girl, and a gift for each. Paste the gift beside each person.
		6.2 Workbook Activity-Text pp. 6, 7.
7. Demonstrate union of sets using concrete objects.		7.1 Individual Activity-On table place two sets of objects. Instruct child to make one set of the two sets.
		7.2 Workbook Activity-Text p. 43.

RESOURCES	EVALUATION	NOTES
3.1 Wooden or plastic blocks or basic shapes.	3.1 Teacher observation-Did he put blocks in proper sets?	
3.2 Laidlaw, Mathmatical 1968.	3.2 Teacher checks work for correct responses.	
4.1 Toy animals and other toys with or without wheels or pictures of these things.	4.1 Teacher observation-Can child successfully arrange sets? Does he demonstrate his understanding of relation words?	
4.2 Laidlaw, Mathmatics 1.	4.2 Teacher checks papers for correct choice of set	
5.1 Box of assorted small objects.	5.1 Teacher observation-Can child sort objects into proper sets?	
5.2 Laidlaw, Mathmatics 1.		
6.1 Magazines, paper, paste, scissors.	6.1 Teacher Observation-Note muscle coordination one-to-one pasting ability. Note if child followed directions.	
6.2 Laidlaw, Mathmatics 1.	6.2 Teacher checks work for correct choice and correct drawings of answer.	
7.1 Two sets of objects (spoons in one set, blocks in another set).	7.1 Teacher Observation-Can child join the two sets into one set including all the objects?	
7.2 Laidlaw, Mathmatics 1.	7.2 Teacher checks for correct answers.	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
8. Separates a set into disjoint subsets.		8.1 Individual Activity-With toy train or picture of train instruct child to separate like cars into subsets. 8.2 Workbook Activity-Text p. 46.
Cardinal Numbers 9. Recognizes numbers, 0-10 objects, word, numeral, sequence.	8	9.1 Individual Activity-Flannel board or real objects. Arrange appropriate sets. Ask questions. How many is this? Show me the numberal that means the same amount. Point to the word that means the same thing. Count out certain number of objects. Find something that has three objects. Find something that has three objects in the set. 9.2 Workbook Activity-Text pp. 39-42.
10. Child demonstrates knowledge of ordinal numbers first-tenth. Differentiates between ordinal & cardinal numbers.		10.1 Individual Activity-flannel board or chalk board on which grid is drawn. Different objects are placed in some of the blocks. Ask child, "Counting from left to right (or from top to bottom or bottom to top) where is the apple (first or fourth). Which object is the third one on this row?" etc. 10.2 Workbook Activity-Text pp. 27-29.

RESOURCES	EVALUATION	NOTES
8.1 Pattern for toy train found on p. 9, Mathmatics Activity Book K-12, La. State Department of Education.	8.1 Teacher Observation-Does child separate cars in train into subsets correctly?	
8.2 Laidlaw-Mathmatics 1.	8.2 Teacher chekcs papers for accuracy.	
9.1 Flannel board, and cutouts or assortment of concrete objects.	9.1 Teacher Observation-Can child successfully follow teacher's instructions.	
9.2 Laidlaw, Mathmatics 1.	9.2 Teacher checks work for accuracy.	
10.1 Flannel board with grid made of yarn or pellon. Or grid drawn on board; drawn objects or cutouts.	10.1 Teacher Observation-Does child use and understand ordinal numbers. Note which ones cause difficulty.	
10.2 Laidlaw, Mathmatics 1.		

LESSON 2

SUBJECT: Mathematics (Grade 1)

TOPIC: Spatial Relationships inside, outside, on, & between.

OVERALL IDEA TO BE LEARNED: The following type of concepts need to be developed early in readiness program so that pupil will be able to comprehend more difficult directions in future schoolwork.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Points to (1) inside, (2) outside, (3) on, (4) between in relation to position and the figure.		1.1 Class Activity-Play "In and Out the Window."
		1.2 Teacher with one group-Flannel board, game "Where Is It?" Arrange figures on flannel board, putting objects on, inside, outside, between two figures.
		1.3 Independent Activity-Play Dough. Instruct children of small group make a fence (closed curve). Make a bluebird inside fence, redbird on fence, yellowbird outside fence, and brown bird between fence and yellowbird (adjust instructions to fit situation).
		1.4 Independent Activity-Lay out shapes of circle, triangles, other shapes made of rope. Let child be the leader. Play "Simon Says" put foot outside figure, put thumb on figure, etc.
		1.5 Culminating Activity-Ditto Sheet chosen by teacher. (Ex. Picture of yard. Color the cat yellow if it is in the box. Color it green if it is out of the box. etc.)
		NOTE: Children are divided inot random groups. (not by ability at this point). During the allotted time each group will move to each group will move to each of the three activities. Then all of the class will do culminating activity at one time.

RESOURCES	EVALUATION	NOTES
1.1 Instructions for game/song "In and Out the Window."	1.1 Teacher Observation Which children are confused as to "in" and "out" position or circle?	
1.2 yarn, flannel board, cutouts.	1.2 Teacher Observation Note which children have difficulty following directions.	
1.3 Play dough or clay, plastic or oil cloth.	1.3 Teacher Observation Note whether child was successful in following directions, was he confused about colors, of position of birds?	
1.4 Rope or yarn.	1.4 Teacher Observation Note which children need further help with directions. Note children's cooperation with leader.	
1.5 Teacher-made ditto carbon	1.5 Teacher checks papers. Notes if child made right choice as directed. Did he become confused? Did he choose right color?	

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
2. Determine the position of certain parts of the body in relation to the total figure.	1	2.1 Class Activity-Let children come to flannel board and place each facial feature in correct place. 2.2 Independence Activity-Child draws or paints self-portrait by looking at himself in mirror. 2.3 Independent Activity-Cut & paste. Make facial features from construction paper. Paste onto paper plate to make a face. 2.4 Ditto-Finish the figure. Instruct child to draw in the missing part of the body. Ex.-missing fingers, missing ear, missing eye, missing arm, etc.
3. Differentiates between different types of work, for example, whether it is done indoors, outdoors, city, rural at home, in town, etc.	3	3.1 Filmstrips-on life's activities in child's everyday world. Use appropriate frames to discuss where the activities are being done, who is doing the work. Would you like to do that kind of work? why? why not? 3.2 Picture Study-Group discusses the position of objects in the picture. 3.3 Mural of playground or street or service station. Include figures inside, outside, on and between objects. (Ex. Playground-child in box, on the slide, under the trees, in tree, between two children.) 3.4 Read story Where Are the Mothers? Marino, Lippincott.

RESOURCES	EVALUATION	NOTES
2.1 flannel board, felt facial features or feltbacked pictures from magazines.	2.1 Teacher Observation-Note if child put feature in right place. Were all features thought about?	
2.2 mirrors, tempers, brushes, paper.	2.2 Teacher Observation-Note if child included all features, which ones are missing; did child take part in activity readily?	
2.3 construction paper, scissors, paper plates, paste.	2.3 Teacher Observation-Note eye hand coordination features included, did he refer to himself or other person as reminder of a feature?	
2.4 Ditto-teacher made of incomplete body figures.	2.4 Teacher Observation-Note if child attempts to complete figure.	
3.1 Filmstrips to choose from: Town Mouse/Country Mouse Pub. Eye Gate Company Where Our Daddies Work Sight and Sound Discovery Trip a. Sounds at Home b. Sounds Around Town c..Sounds on the Farm Picture Stories for Reading Readiness a. In and Out of Classroom Books for reading and pictures Where Are the Mothers? by Marino, Lippincott Childcraft, vol. 14 About Me 1973.		

SECOND GRADE

Learning Episodes

LESSON 1

SUBJECT: Social Studies (Grade 2) TOPIC: Food for Our Community

OVERALL IDEA TO BE LEARNED: A Variety of Jobs in Supermarkets Serve the Needs of the Community.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Identify new words as unit progresses.	9	1. Put a clown made of poster paper on wall. As each new word is introduced, place it on a balloon the clown is holding. These words can be reviewed and referred to many times as the unit progresses.
2. Give reasons why their parents shop in a particular supermarket	8	2. Discuss these questions with children: Where does your family buy groceries? Why do you buy your groceries at a certain store? What are some questions you would like answered about food? Write these questions down. Refer back to these at end of unit.
3. Participate in developing a bullentin board delineating jobs in the supermarket.	10	3. Take a field trip to supermarket and small neighbor grocery. After the trip make bulletin board; children will draw pictures of the jobs they likes best and place these on board. Small groups will talk with specific workers and report back to class.
4. Define producing, processing, and marketing.	9	4. Discuss pictures of producing, processing, and marketing. Choose one specific food (chicken for example) and trace it through these processes. Use three large pieces of white art paper. Above each sheet place the headings: Produce, Process, Market. Divide the children into smaller groups and let them decide on a food they would like to trace through these stages. Draw pictures and write a short sentence about the processes.

RESOURCES	EVALUATION	NOTES
1. Poster paper, construction paper, magic marker.	1. Pronounce the words as they are reviewed. Recognize words by sight.	
2. Text pp. 45-48 2.1 Film: Where Does Our Food Come From? 2.2 Filmstrip: The Supermarket Food and Food Helpers.	2. Teacher observation of student participation in discussing questions.	2.1 S.V.E. 2.2 S.V.E.
3. Art paper, crayons or paint. Pictures collected by children and teacher. 3.1 Filmstrip: Apples: From Seedling to Market.		3. Have materials available. 3.1 NSU Film Library.
4. Pictures children and teacher have collected. Art paper.	4. Write short sentences about the three processes.	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
5. Illustrate how producing, processing, and marketing workers depend on each other.	10	5. Dramatization: Children will use stalks of celery as a prop to dramatize the producer, processer and marketing and how each is dependent on the other.
6. Will be able to categorize different jobs.	8	6. Collect books about jobs in producing, processing and marketing. Let children make individual lists, then make a large wall chart and categorize jobs children have found and listed.
7. Locate, using the globe, countries where pineapples, cacao trees and bananas are grown and trace transportation routes from these countries to Louisiana.		7. (1) Bring fresh pineapple, chocolate bar and several bananas to class. Let children help with preparing them. Each child will get a small piece. Have children taste pineapple, bananas and chocolate bar. (2) Use a map showing parts of the world where bananas, pineapples and chocolate are produced. Place little flags on these places. Discuss ways in which food from these countries reach Louisiana.
8. Role plays the consumer and specific workers in the supermarket.	9	8. Bring many empty cans, boxes, etc. and prepare a make-believe store. Prices will be placed on goods to be sold. Children will play the roles of specific workers in the store. As each child buys something from the clerk he carries the large sign with consumer on it.
9. Will be able to relate self to the various occupations in food industry in our community.	6	9. Invite several parents that are working in the areas of producing, processing, and marketing to talk with the class. Free discussion. Resource people should wear work clothes and bring objects related to their work. 9.1 Role playing activity may follow. EX. Child will choose one of the workers' objects and say "I would like to be a baker because I like to work in the kitchen."

RESOURCES	EVALUATION	NOTES
5. Celery from grocery store. Signs made for each process. 5.1 Filmstrip & Books-Our Working World.	5. Answer questions on text-yes, no.	5.1 SRA Kit.
6. Text pp. 53-56. Books for School Library Collection.	6. Children will be able to place jobs in categories by placing them under the three specific headings: Producing, Processing, and Marketing.	
7. Fresh pineapple, chocolate bar and several bananas. 7.1 Text pp. 57-68. 7.2 Filmstrip: Story of Bread. 7.3 Globe.	7. Teacher observation of student participation.	7.2 Singer Co. 7.3 World Globe or Map.
8. Filmstrip: Story of Milk. Large sign with consumer on it. 8.1 Filmstrip: Story of Meat. Text: pp. 69-74.	8. Children's interest in preparing the store. Words: consumer, supermarket, producer, process, etc. will be on cards. Children will match word cards to pictures. Let children react to this question: Is the clerk a consumer?	8. Singer Co. 8.1 Singer Co.
9. Resource people involved in producing, processing and marketing. Filmstrips & Cassettes: 9.1 Presenting Dynamo Power. 9.2 Film: Country Store, Text pp. 75-84. 9.3 Filmstrip & Books: Our Working World.	9. Observation of student participation in role playing and interest shown during the talk of resource people.	9.1 Media for Ed. Inc. 9.2 NSU Film Lib. 9.3 SRA.

LESSON 1

SUBJECT: Reading (Grade 2)   TOPIC: Pre-Testing

OVERALL IDEA TO BE LEARNED: To determine pupils readiness for reading levels.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Students will demonstrate present abilities in reading skills: (A) Interest Inventory (B) Word-learning (C) Thinking-readiness		1.1 Have students complete Interest Readiness Inventory.
		1.2 Have student complete word-learning readiness test.
		1.3 Have pupils complete "Thinking Readiness Inventory".
2. Students will demonstrate present level of generalization about self.	1	2.1 Pupils will write a paragraph entitled "This is Me."
		2.2 Pupils will look at the filmstrip "Who Am I?"
3. The student will demonstrate present understanding of how interest develop.	2	3.1 Write a statement such as: I like to read stories about __________.
		3.2 View filmstrip "How to Develop Interest?"
4. Examines relationship between interests occupations and leisure time.	5	4.1 The teacher will read a story from Family at Work and Play. Let the pupils make statements about what is work and what is play?
		4.2 Pupils will draw pictures showing they use their free time.
		4.3 Let pupils match a job with a related hobby.
		4.4 Let pupils make hats for different workers.

RESOURCES	EVALUATION	NOTES
	1. Teacher reads results of test scores.	The scores will be used to place pupils in 3 reading groups.
1.3 "Down Singing River" Textbook 3-1-TG- pp. 4-9.		
2.1 Suggested activities for Increasing Student Career Development by Natchitoches Parish Teachers	2.1 Teacher will check papers.	
2.2 Filmstrip-"Who AM I?"	2.2 Pupils will answer questions about filmstrip, "Who AM I?"	Order Filmstrip
	3.1 Have pupils discuss different kinds of interests, and jobs seen in filmstrip.	3.1 SS. & L.A. NSU Film Library
3.2 Filmstrip-"How to Develop Interest."		
4.1 Our Working World-SRA	4.1 Listening to pupils give their definitions of work and play.	
	4.2 Observations of pictures drawn by pupils	
		4.4 Paper, paste.

LESSON 2

SUBJECT: Reading (Grade 2)   TOPIC: Word Attack Skills

OVERALL IDEA TO BE LEARNED: The student acquires a vocabulary of specified words peculiar to his own environment.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. He uses service words to describe pictures and picture stories.	1	1.1 Utilize Dynamo Power Kit.
		1.2 Let the pupils draw self-portraits. Let those students who wish to describe themselves hold up their portraits.
		1.3 Teacher prepares or uses commercial pictures of individuals fo a boy, clown, policeman.
		1.4 Let students take turns with a "Mystery Bag." The student handles the mystery bag and objects it contains.
2. He uses service words to compare pictures and picture stories.	4	2.1 The teacher shows the student selected weather pictures such as a rainy day scene, sunny day, snow, a man at work, etc. and asks them to compare the pictures.
3. Begins to form generalizations about self.		3.1 Teacher will read stories from the Human Value Series.
		3.2 Write an autobiography.
		3.3 Make a collage, "Me."
		3.4 Students may draw each other on newsprint.

RESOURCES	EVALUATION	NOTES
1.1 Dynamo Power Kit		1. Filmstrip and cassettes: Media Center for Education.
	1.2 Teacher listens to oral discussion that pupils give concerning enjoyable practice opportunities.	
1.3 People We Know (Giant Size) Community Workers & Helpers.		
1.4 Mystery Bag.		
2.1 Weather pictures.	2.1 Responses of the students may be written by the teacher.	2. Media for Education, Inc.
3. Human Values Series (1) Myself, (2) Myself and Others, (3) Values to Learn.	Teacher will observe for positive attitudes about self.	

LESSON 1

SUBJECT: Language Arts (Grade 2)   TOPIC: Self Awareness

OVERALL IDEA TO BE LEARNED: Pupils will be aware of their physical appearance and emotional makeup.

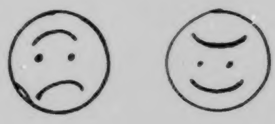
*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Describes physical appearance.	1	1.1 Class will participate in the construction of a mural (wall chart) showing each pupil's height and weight, personal interests such as hobby, favorite foods, etc.
		1.2 Each pupil will make a booklet--"About Me" which will include such information as placed on the mural.
		1.3 A collection of pupil level books will be placed on the library table. Pupils will read these individually and then report to the class for discussion.
		1.4 Use full length mirror to check appearance.
2. Describes different emotions	1	2.1 Puppets will be used by the pupils to dramatize different emotions.
		2.2 Place photographs of facial expressions of behavioral patterns on bulletin board. Class will discuss these different emotions depicted by the pictures.
		2.3 A full length mirror will be used by the pupils to demonstrate different facial expressions in dramatizing emotions.
		2.4 Frown Song: "If you chance to meet a frown, Do not let it stay-- Quickly turn it upside down and Smile that frown away."

RESOURCES	EVALUATION	NOTES
	Observation through checklist of pupil activities; class discussions comments and statements written in pupil book or creative stories and pictures.	1.1 Roll of butcher paper.
1.3 Collection of books for Individualized Reading and for class discussion. Myself Steck/Vaughn, The Human Value Series Steck/Vaughn, I'm Glad I'm Me, by H. Stone. For Teacher Resource: Childcraft. Volume 14-About Me. Field Enterprises Corp.		
2.1 DUSO Kit, Paper Bag Puppet Book.		
2.2 Pictures of children showing different emotions Steck/Vaughn.		2.2 Photographs of facial expressions.
		2.3 Full length mirror.

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.4 (Cont'd) Start out with the picture turned to show the frown, then turn it upside down to show the smile.  2.5 Creative writing: Feelings stimulate a great deal of creative thought. Expressions of such feelings helps the teacher understand the child as well as helping the child to get problems out in the open. Make pictures, then write about these topics: If I could have one wish ---- I do not like ---- Things that scare me ----- If I could be something else I would be --------.

RESOURCES	EVALUATION	NOTES

LESSON 2

SUBJECT: Language Arts (Grade 2) TOPIC: Self Awareness

OVERALL IDEA TO BE LEARNED: Begins to form generalizations about self that will lead to a positive attitude.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Recognizes uniqueness of self.	1	1.1 Use stamp pad for each pupil to make his own thumbprint. Compare prints to see that each print is unique.
		1.2 Make hand prints out of plaster of paris. Pupils will compare prints to see that each print is unique.
		1.3 Have class discussion concerning: "Is there anyone who is just like everyone else?" "What would it be like if everyone were exactly the same?" Build ideas of uniqueness.
		1.4 Play Who AM I? Game: Each child writes on slip of paper something he things is important about himself socially, emotionally, and intellectually. Can drop papers into box--mix them up. Then each child can draw a paper, read it to the class and guess who is being described. If child guesses wrong, others can offer suggestions until the person's identity is discovered. Explain that each child must describe self accurately.
		1.5 Pupil of the Week Bulletin Board. Pupil of the Week is a special person for that week. Make bulletin board with name, pciture, and some important information about himself. Will have special tasks to do that week.

RESOURCES	EVALUATION	NOTES
1.1 Resource person to relate fingerprinting to his occupation. The Human Values Series-Steck/Vaughn Company. Childcraft, Volume 14, About Me, Field Enterprise Cor. Developing Understanding of Self and Others Kit: American Guidance Services, Inc.	Observation through checklist of pupil activities (Does he smile? Does he get along with classmates?, etc.?); class discussions; comments and statements written in the book by the pupil.	1.1 Stamp pad.
		1.2 Plaster of Paris paper plate, paint, wire for hanging.
		1.4 Slips of paper and box.

LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		1.5 (Cont'd) Each child will have a turn. Make method of selection as objective as possible so the last child won't feel abused.
		1.6 Resource person will visit class. This person will be someone who is employed to do fingerprinting. He will discuss his career and show pupils examples of different prints. This is a follow-up activity for Activity 1.1.
		1.7 Continue work on mural and pupil book (Page 1A--Self Awareness).

RESOURCES	EVALUATION	NOTES
1.6 Sheriff's office or police department employee.		

LESSON 3

SUBJECT: Language Arts (Grade 2) TOPIC: Self Awareness

OVERALL IDEA TO BE LEARNED: Pupil forms generalizations about himself as being different from others with positive attributes of his own.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Recognizes differences between self and others.	1	1.1 As students answer questions or recite rhymes, record their voices and play this back to them to see if they recognize differences in each others voices.
		1.2 Show filmstrip: "Who do you think you are?". Discuss filmstrip and list on chart important points brought out.
		1.3 Make People are Different chart. Include these items; fill in blank with name of a different pupil: ______ is tall. ______ smiles a lot. ______ is young. ______ is old. ______ is short. ______ frowns a lot. ______ is someone you can't joke with. ______ is someone you can kid with. ______ likes chocolate ice cream. ______ would rather have vanilla. ______ is friendly.
		1.4 Make bulletin board entitled: "Everyone is Beautiful in his Own Way"; show pictures (may be cut out of magazine or drawn by the children) of people doing different things (such as different jobs) and people who look different.
		1.5 Continue work on mural and pupil book: (Page 1A: Self Awareness).

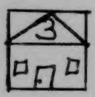
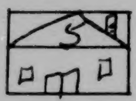
RESOURCES	EVALUATION	NOTES
	Observation through checklist of pupil activities; class discussions concerning differences. Comments and statements written in the book by pupils.	1.1 Tape Recorder
1.2 "Who do you think you are?" Filmstrip: Guidance Associates SRA Focus on Self Developement; stage 2; responding.		1.2 Filmstrip Projector.

LESSON 1

SUBJECT: Mathematics (Grade 2) TOPIC: Diagnostic Activities

OVERALL IDEA TO BE LEARNED: To diagnose child's understanding of cardinal numbers and facts from 0-10.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E Code	ACTIVITIES
1. Will demonstrate his ability to group sets according to cardinal numbers.	8	1.1 Obtain eleven shoe boxes, 5 x 8 cards with numbers 0-10, and 45 sticks. Glue the shoe boxes together. Attach the numbered cards to the front of the boxes. The child counts out the number of sticks to go into each box. If he is correct, he will have used all of the sticks. If he has made a mistake, he will either have sticks left over or not enough sticks.
		1.2 Have children collect sets illustrating sets from 0-10. They might collect a set of 4 marbles, 8 pencils, 2 balls, etc. These sets could be kept in plastic jars.
		1.3 Have children make a booklet illustrating their knowledge of sets from 0-10. Give them eleven sheets of paper. The sheets will be numbered from 0-10. On each sheet they will illustrate the set by drawing appropriate pictures etc., to illustrate their knowledge of the cardinal numbers.
2. To demonstrate knowledge of basic facts from 0-10 by playing "Sort the Mail Game"		2.1 "Sort the Mail Game"-Outline the picture of a house on a large paper bag. Make several of these and then number the sketches of the houses. See examples.   Prepare a set of flash cards with different names for the same number, e.g., $\boxed{1+2}$ $\boxed{5-2}$ $\boxed{3+0}$

RESOURCES	ACTIVITIES	NOTES
Teacher Flash Cards Mathematics Activity Book K-12.	Students will complete dittoed exercises which incorporate the concepts presented in the lessons. Teacher will observe child's competence in problem solving.	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.1 (cont'd) Challenge the children to place the cards in the correct bag or "sort the mail" so that is gets to the correct house. 2.2 Children will name facts as teacher flashes flash cards. 2.3 Play a "spelling bee" type game where all children are participating and then sit down as they miss the fact on the flash cards.

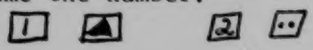
RESOURCES	EVALUATION	NOTES

LESSON 2

SUBJECT: Mathematics (Grade 2) TOPIC: Classifying Members of Sets

OVERALL IDEA TO BE LEARNED: To record and compare the cardinal number of sets.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. To write the cardinal number of given sets.		1.1 Work pages 1-5 and 8-10 in Using Numbers textbook. 1.2 Place 0-10 Denison Picture Seals on 5 x 8 Index Cards. Hold cards up and have children write down cardinal number of sets.
2. To relate the number of a set to its numeral and number word.		2.1 Have two sets of cards: one set containing corresponding numbers of objects. Let the students match the cards correctly and name the number. 
3. To relate the use of to equivalent sets.		3.1 Obtain eleven plastic jars with lids, and make eleven 3 x 5 cards with numbers 0-10. Child picks out a card with the numeral 6. He then finds the jar containing 6 objects. To check himself, a code such as 2 stars could be pasted underneath the lid. The same 2 stars would be on the back of the card with the numeral 6.
4. To relate the use of < and > to non-equivalent sets.		4.1 Cut a large solid piece of plastic. Paint large circles on the plastic sheet. The child stands at a designated spot and tosses bottle caps onto the plastic sheet. The child then shows which circles have more bottle caps. This is related to greater than and less than.
5. To give children practice in grouping according to cardinal number.		5.1 Obtain eleven shoe boxes, 5 x 8 cards with numbers 0-10, and 45 sticks. Glue the shoe boxes together. Attach the numbered cards to the front of the boxes. The child counts out the number of

RESOURCES	EVALUATION	NOTES
Using Numbers-Laidlaw Arithmetic Textbook, 2nd. Grade. Pages 1-5 and 8-10.	Student will complete dittoed exercises which incorporate the concepts presented in the lessons. Teacher will observe child's competence in problem solving.	
Mathematics Activity Book K-12. Department of Education.		

LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		5.1 (cont'd) sticks to go into each box. If he has made a mistake, he will either have sticks left over or not enough sticks.

RESOURCES	EVALUATION	NOTES

LESSON 3

SUBJECT: Mathematics (Grade 2) TOPIC: Ordinal Numbers

OVERALL IDEA TO BE LEARNED: To develop the ordinal concept.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. To use the words "first", "second", ..."tenth", to specify which one in a set.		1.1 Prepare cards bearing the ordinal words "first" through "tenth". Pass out the cards and have children align themselves in the correct order.
		1.2 Five Little Squirrels Song--Five children sit in a row. As each verse is sung by the class, the first child, second child, etc. in the row stands up. On the last verse, the squirrels scamper to their desk. Five little squirrels sitting in a tree. The first one said, "What do I see?" The second one said, "I see a gun." The third one said, "Come on let's run." The fourth one said, "Let's hide in the shade." The fifth one said, "I'm not afraid." Then bang went the gun and how those squirrels did run.
2. To arrange groups of things in increasing numerical order.		2.1 Make object cards with groups from one to ten. Have students arrange them in the correct order. Both increasing and decreasing.
3. To point out the first, second, third,. . . . . . tenth, object in a group.	8	3.1 Work pages 6 & 7 in the Using Numbers workbook.
		3.2 Have children name various situations (eg. racing, baseball innings, using recipes) in which the concept of ordinal numbers is used.

RESOURCES	EVALUATION	NOTES
Using Numbers-Laidlaw Arithmetic Textbook. 2nd Grade. Pages 6 & 7. Mathematics Activity Book K-12-Department of Education.	Student will complete dittoed exercises which incorporate the concepts presented in the lessons. Teacher will observe child's competence in problem solving.	

LESSON 3 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		3.3 Give each child a piece of paper and direct him to draw around one hand. Call the thumb the first finger. Ask the class to draw the following on their tracing: a bandage on the second finger, a ring on the fourth finger, and a long fingernail on the fifth finger.

RESOURCES	EVALUATION	NOTES

THIRD GRADE

Learning Episodes

LESSON 1

SUBJECT: Social Studies (Grade 3) TOPIC: Washington, D.C.

OVERALL IDEA TO BE LEARNED: Washington, D.C. is the Capitol City of the United States and is very important to our country and world.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Compares local community to our Nation's Capitol (Governmental Agencies).		1.1 Show film on "Story of our Capitol" to give pupils a visual introduction of Washington, D.C.
		1.2 Pupils will write letters to Washington, D.C. for free information on governmental agencies careers.
2. Interviews particular workers in the community who have similar jobs to workers in Washington, D.C.	4	2.1 Field trip in the community and and in the City of Natchitoches.
		2.2 Make retrieval charts on our City and Washington, D.C.
3. Relates how one job relates to another.	10	3.1 Use films and filmstrips that will show and tell how one job depends on another.
4. Participates in constructing a bulletin board illustrating: (1) Types of workers in our nation's capitol (2) Relationship between local, state and federal government.	A5	4.1 Have pupils bring in pictures illustrating types of workers in our nation's capitol, local and state government.
5. Selects at least one book relative to a particular occupation		5.1 Self directed reading during free time at school or at home.
6. Explains the desirability of choosing an occupation which is interesting	5	6.1 Views available filmstrips concerning specific occupation.
		6.2 Pupils will be involved in role playing depicting the occupation each one is interested in.

RESOURCES	EVALUATION	NOTES
1.1 NSU Film Library	1.1 What are some of the things you noticed in the film about the City of Washington, D.C. Have you seen things like those in the film here in Natchitoches?	Materials Needed Paper, pencil, magazines, pens, mark-a-lots, records, filmstrips, cassette, tape recorder, construction paper, scissors.
2.1 Post Office, Mayor's Office Court house, Clerk of Court Office.	2.1 Pupils checklist of at least five noticeable things they observed on the field trip.	
3.1 Social Studies Book, 3rd grade. pp. 237-257. Filmstrip: :Our Working World", # 2, 3, & 18.	3.1 Check retrieval charts to see they have listed the correct information in the right categories.	3. SRA
4.1 Epstein, Sam. and Beryl, "The First Book of Washington, D.C." Franklin Watts, Inc., 1960.	4.1 Each pupil should be able to justify the fact that these jobs exist.	
5.1 Sextant Series (K-3)	5.1 Each child will briefly discuss the book with the teacher or evaluate the book with a group of peers.	5.1 NSU
6.1 Dynamo Power Kit. Resource Persons Postmaster, other postal workers, mayor, clerk of court.		6.1 Media for Ed. Inc.

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
7. Organizes date relative to various jobs in governmental agencies.		7.1 Research will be done on the Public Service Cluster Careers. After which a class booklet will be made.
8. Participates in group discussion and generalizing	8	8.1 Pupils will discuss "What I would like to be". 8.2 Pupils will ask questions about any phase of government not clearly understood. 8.3 Pupils will tell how they feel about government occupations. 8.4 Checklist will be given to pupils on government occupations to determine their level of interest.

RESOURCES	EVALUATION	NOTES
7.1 Filmstrip: "The Mail Goes Through" Film of the month.		
8.1 Career Ed. Program Vol. 1, Unit (K-6) Haughton-Mifflin Co.	8.1 Observe discussions on "What I Would Like to Be?"	
	8.3 Teacher will evaluate checklist of various activities pupils showed interests.	

RETRIEVAL CHART

	Postal Workers	Executive Offices	Courts	
Natchitoches				
Washington, D.C.				

LESSON 1

SUBJECT: Reading (Grade 3) TOPIC: Pre-testing

OVERALL IDEA TO BE LEARNED: To determine readiness for reading levels.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Demonstrate level of skills in vocabulary, word attack skills, comprehension, and oral reading.	2, 1	1.1 Pupils will complete SRA Placement Test
		1.2 Administer informal testing 1. Read orally 2. Follow directions 3. Word learning test
2. Child will select library books to fit his interest.	2, 1	2.1 Pupils read books that interest them.
	3, 2	2.2 Children write a paragraph about why he likes that particular story?
3. Demonstrate word learning readiness		3. Utilize chart to find out the following: 1. Have they learned to apply phonic skills? 2. Rules for long vowels. 3. Rules for short vowels. 4. Silent letters.
4. Demonstrate thinking ability		4.1 Teacher will ask questions and give brief written test.
5. Pupils will indicate reading levels by reading selected passages from a basal reader.		5.1 Select paragraphs from stories of different levels.
6. Understands how interests develop.	2	6.1 Place pictures on bulletin board for different kind of occupations. 6.2 Select books that fit their interest. 6.3 Field trip to Western Kraft Mills.

RESOURCES	EVALUATION	NOTES
1.1 SRA Placement Test (3rd grade level.	1.1 Test scores derived from cummulative folders and current administration.	Children will be placed in groups on levels from the results of the tests.
1.2 Informal Test.		
2. Library	2. Observe pupil interest in books.	
3. Basal Readers	3. Oral reading	
4. Teacher made test.	4. Test.	
5. Betts Welch, "Beyond Treasure Valley," Text, p. 282 (Along the Coast Story).	5. Total word recognition errors.	
6.1 Bulletin Board.	6. Observation of pupil enthusiasm.	
6.2 Library.		
6.3 Western Kraft Mills.		

LESSON 2

SUBJECT: Reading (Grade 3) TOPIC: Dictionary Skills

OVERALL IDEA TO BE LEARNED: The student uses the dictionary to determine pronunciation of unknown words.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. The student will use beginners dictionary by Thorndike & Barnhart 1. Use of vowels in developing use of pronunciation key. 2. Increase speed. 3. Decode Unknown Words.	8	1.1 The teacher will write one vowel word containing that vowel on the board. Students use pronunciation key to locate a word with the same vowel sound. They list as many words as they know which contain the same sound. Score one point for each correct word list.
		1.2 Teacher will divide class in teams and write a word on the board. Signal the teams to find the word and pronounce it correctly. The first person to do so wins a point for his team.
		1.3 Present a list of unfamiliar words. The students use the dictionary to decode the words.
2. Understand how grouping can be used to organize information. a. alphabetizing b. synonyms c. antonyms d. homonyms		2.1 Give list of words and put in alphabetical order.
		2.2 Divide class into teams with members of one team calling out words. The other team must match with synonyms.
		2.3 Same game can be used with antonyms instead of synonyms.
		2.4 Play above game using homonyms. List groupings, (alphabetizing, synonyms, antonyms, homonyms) at top of columns on the board. Teacher call words and place in proper columns.

RESOURCES	EVALUATION	NOTES
1.1 Thorndike-Barnhart Dictionary.	1.1 Observe children using dictionaries.	
1.2 Same as above.	1.2 Listen to the performance of the different games in pronunciation of words.	
1.3 Same as above.	1.3 Check list of skills.	

LESSON 3

SUBJECT: Reading (Grade 3)

TOPIC: Drawing meaning from context.

OVERALL IDEA TO BE LEARNED: The student identifies the main idea.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Identifies the main idea of given pictures to understand how interests develop. a. Other peoples interest b. Self interest	2, 3, 4	1.1 The teacher show pictures of certain activities for students to determine the main ideas. You may use action pictures of work in Louisiana such as shrimping scene, sugar cane harvesting, fishing scene, cotton gin. 1.2 Let students locate pictures in magazines or use pictures furnished by the teachers. Using these pictures they will tell each other stories about the pictures and together decide on its main idea. 1.3 Make a personal booklet illustrating their own interest.

RESOURCES	EVALUATION	NOTES
1.1 Human Values pictures sets by Steck-Vaughn Co.	1.1 Teacher observes to see if different types of jobs or occupations were brought out.	
	1.2 Same as above.	
	1.3 Share each others booklets to become familiar with wide variety of interest within the class.	

LESSON 1

SUBJECT: Mathematics (Grade 3) TOPIC: Learning Addition andSubtraction with Easier Facts.

OVERALL IDEA TO BE LEARNED: Addition, Sums to 10, Subtraction minuends to 10, p. 13, Relating Addition and Subtraction, p. 22.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Write the numbers 1 to 10, the number words one to ten, and numbers ordinals first to tenth.	8	1.1 Have students count to find how many children are in the parade (Textbook or other parade picture).
		1.2 Make vocabularly charts of arithmetic terms as they are introduced.
		1.3 Each child will make his own small chart of numbers 1-10.
2. Addition using sums of 10 or less, visualizing the process of adding.		2.1 Have students act out number stories such as "Four boys were drawing at the board. Three more boys came to draw. How many boys were drawing then?"
		2.2 Have pupils dramatize to visualize what addition means.
		2.3 Let children build the three facts of ordinal and cardinal numbers using concrete objects.
3. Understands that meaningful rewarding careers are available to every individual.	7, 8	3. Read a story about, "Father at Work" by Ruth S. Ranlaner. LA. & SS K-3.
4. Has an understanding of pairs of related ideas.		4. Pupils identify the number of objects in each group and think them together. Add words to vocabularly chart for the ones who need help. Pupils may use concrete objects to solve problems and build the facts or draw pictures.

RESOURCES	EVALUATION	NOTES
1.1 "Making Sure of Arithmetic," by Robert Lee Morton, etc. pp. 1-32.	Students will take attainment Test I, "Easier Addition Facts," p. 403.	
2. Filmstrips: EyeGate Filmstrips "Count to Find Out" Math - K-2 NSU Lab. School Lib.	Students will make small counting charts numbers 1-100.	
3. "Father at Work", by Ruth S. Ranlaner, LA. & SS K-3, Parks Library.	3. Students will make a vocabularly workbook.	
4. Filmstrip: Eyegate, "Counts to Find Out", "Groups of 2 to 10", NSU Film Library.	4. Students will make a vocabularly chart (a large one to put on the wall of the classroom).	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
5. Make a transition from real numbers to the abstract.	5, 6, 9	5.1 Pupils may practice identifying facts by repeating the learning steps. 5.2 Pupils will play clerk role, write words, names for numerals on checks, (she & he) issues to employee for their services rendered.

RESOURCES	EVALUATION	NOTES
5.1 Filmstrip: Communist Workers, S.S. LA-K-3 N.S.U. Film Library.		

LESSON 2

SUBJECT: Mathematics (Grade 3) TOPIC: Learning the Meaning of Numbers and Fractions.

OVERALL IDEA TO BE LEARNED: Two Place Numbers, Three Place Numbers, and Fractions (1/2, 1/4).

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. To reteach and extend the meaning of two and three place numbers and redevelop values and fourth of a single whole.	7 6	1.1 Have a child count 10 sticks, put a rubber band around them and place more sticks beside them. Then he will write his answer on the board.
2. Students will develop an understanding of 11 through 20 as two figure numbers.		2.1 Pupils will take turn reading the figures in the numbers 11 through 20 to establish the meaning of the word figure. The figure 0 in 20 is called "zero".
3. Reading numbers one hundred Understanding the tens idea in our number system seeing relationship among numbers on the chart.	8	3.1 Pupils will build a number chart seeing 100 as to tens.
		3.2 Have pupils make stacks of ten reals and toy pennies, blocks, etc., and count them.
4. Understanding one's place and hundred's place.	9, 11	4.1 Have pupils place on his desk counting sticks to show what two place numbers mean and three place.
5. Knows the importance of numbers names and associates them with symbols; such as 1/2 means one-half, and 1/4 means one-fourth.	10	5.1 Each child could draw pictures of parts of a whale and assemble a bulletin board.
		5.2 Children could make scrapbook of word done on fractions.
		5.3 Children could make a word list of all new words learned.

RESOURCES	EVALUATION	NOTES
1. *Making Sure of Arithmetic*, by Robert Lee Morton, et al, pp. 33-43.	1.1 The think and answer exercise is to be done orally as a group.	
2. Filmstrip & Cassettes "Presenting Dynamo Power" (K3) Media for Education, Inc.	2.1 Diagnosis test, reteaching, practicing progress test.	
3. Same as 2. Filmstrip and Cassette "How the Lollipop Dragon Got His Name" *The Adventure of the Lollipop Dragon*. Series: Need to order from Singer (SVE).	Final, achievement test and standardized test.	Publish separately from textbook.
Pictures People At Work Little Indian Pottery by Clark S.S., L.A. Classroom Community Speaker Books: *Your World*, *Let's Build A House*, *Lucy & Tom's Day* by Hughes Math & L.A. Scott Pub. Co.	Student will keep a vocabularly workbook.	

LESSON 2 (cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		5.4 Experiment with parts using objects. 5.5 The children are able to use a clock and number line.

RESOURCES	EVALUATION	NOTES

FOURTH GRADE

Learning Episodes

LESSON 1

SUBJECT: Social Studies (Grade 4) TOPIC: Communication in America

OVERALL IDEA TO BE LEARNED: Innovations in the field of communication have exerted a great influence on our nation's history.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Define in our own words the terms relative to this topic (innovations, communication, exerted, and influence).	2, 4	1.1 Find the term in dictionaries. 1.2 Identifies the meaning of the term when used in context. 1.3 Distinguish between terms.
2. Describes the individual work habits and attitudes that contribute to cooperative work relationships	10, 13	2.1 Filmstrips-Messages Travel and are Recorded. 2.2 Students will prepare drawings on communication difficulties and make pictorial charts. 2.3 Pupils will make large freize on communications difficulties encountered by early American colonists.
3. Justifies the importance of a particular communication invention through organized group reports.	13	3.1 Children will arrange a picture dictionary on job awareness. 3.2 Pupils will classify pictures of workers. 3.3 Make riddles about occupations.

RESOURCES	EVALUATION	NOTES
1. Dictionaries	1. Correct use of the term in the daily activities	Use all available centers.
2.1 Filmstrip: "Messages Travel and Are Recorded".	2.1 Observes the eagerness with which the class participates and observes whether high points in each man's life or work are included.	Place all supplementary work in learning centers. Display all projects.
2.2 Shaftel and Shaftel-Role Playing for Social Values.		Select books from reading tables. Read for enjoyment. Use records and appropriate songs that go along with the unit.
3.1 Through The Year With World Book. Field Enterprise Educational Corporation. 1960 page 18.		Role Playing for Social Values, NSU Library.
3.2 Wann, Palansky and Warman-The Changing Earth and Its People. pp. 113-115.		
3.3 Floherty, John L. Lippincott-Men Against Distance: The Story of Communication.		

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
4. Depcits through illustration and creative writing the hazards encountered by Pony Express riders.	5	4.1 Creative writing: Students will write imaginary stories relating the hazards incurred by a Pony Express rider as he rode to deliver mail.
5. Interviews various workers associated with the telephone company (ie. operators accountants, lineman, secretaries, supervisors, repaitmen and business manager.).	3	5.1 Divide the class into groups (on voluntary basis if possible) to interview the various workers while visiting the telephone company. Although the entire class will observe all of the areas of work, each specific group will obtain indepth information concerning a particular job. Sample interview questions may be as follows: a. Training (skill needed) b. Working conditions c. Salary etc.
		5.2 Compile a scrapbook containing materials collected.
		5.3 Make photographs on trip.
		5.4 Prepare a career tree on different jobs at the telephone company.
		5.5 Make bulletin board arrangement of photographs.
		5.6 Role playing to depict occupations.
6. Dramatizes special events relative to radio and telephone communication.		6.1 Make reports from library books.
		6.2 Study trip--Pupils will interview: a. announcer b. recorder c. programmer d. broadcaster and record findings.

RESOURCES	EVALUATION	NOTES
4.1 Teaching Tips for all Grades, Professional Magazines, Inc. 1970 p. 22.	4.1 Observe the amount of interest and variety in responses of the class to the creative writing. Also check to see if resources were used to obtain factual accounts.	Filmstrip
5.1 World Book Encyclopedia, Volume 7. "Telegraph" p. 76.	5.1 Look at each booklet & decide on the validity of the facts offered.	
	5.2 Read each report and decide on the validity of the facts offered.	
6.1 Albert, Arthur-Electrical Fundamentals of Communications McGraw, 1952.	6.1 Pupils may briefly discuss the book with the teacher or evaluate the book with a small group of peers.	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		6.3 Each student (or group of students) could organize data relative to specific job areas. These could then be combined into a class-produced booklet.
		6.4 Make puzzles of words learned.
		6.5 Have students read biographies of famous men who have contributed to communications.
7. Writes "Thank you" letters to the companies visited.		7.1 Write "Thank you" letters to the radio and telephone companies.

RESOURCES	EVALUATION	NOTES
	6.5 Teacherw will proofread biographies and display them on bulletin board.	
7.1 Communication: *From Primitive Tom-Toms to Telestar.*		

LESSON 1

SUBJECT: Reading (Grade 4) TOPIC: Pre-test

OVERALL IDEA TO BE LEARNED: To determine pupils readiness for reading at grade level four.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Students will demonstrate present abilities in reading skills: (a) interest, (b) word learning, (c) thinking readiness.		1.1 Have students complete interest readiness inventory.
		1.2 Have students complete word learning readiness inventory.
		1.3 Have students complete thinking readiness inventory.
2. Students will show how abilities shape interest.	3	2.1 Have students or other volunteers to describe how they developed an interest in sports or hobbies.
		2.2 Have students discuss what he feels that he can do best.
		2.3 Have students role play various jobs to show how attitudes, abilities and experiences are related to particular occupations.
3. Students will demonstrate that interest may vary at different points in life.	2	3.1 Have the students to discuss the different kinds of "interest".
		3.2 Let children make filmstrips of their own changing interests.

RESOURCES	EVALUATION	NOTES
1. American Adventures (Betts Series) p. G4-G9 Teacher's Guide Section.	1.1, 1.2, 1.3-Teachers will score inventories to determine level of readiness.	1. There will be three reading groups: Group I-Above Level Group II-On Level Group III-Below Level.
2. Filmstrips: Job Attitudes: "Trouble At Work" (Set of 4).	2.1 Teacher will observe pupils for interests, hobbies, abilities, attitudes, and experiences	2. St. Matthew High School and Guidance Associates.
3. Career Opportunities Kit I (Popular Science Audio-Visuals) Film: "Interests Pays Off"	3.1 Students will take the General Interest Survey (Kuder Form E)	
	3.2 Observation of filmstrips made by students on their interest level.	3.2 Materials needed Construction paper, Scissors, Crayons, Pencils, Box, Magazines, Mark-a-lot.

LESSON 2

SUBJECT: Reading (Grade 4) TOPIC: Dictionary Skills

OVERALL IDEA TO BE LEARNED: The student will demonstrate ability to use basic study skills.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. The student will use a picture dictionary as a reference source.	8, 16	1.1 The teacher instructs the student to use the picture dictionary to find names of people, animals, and things. The student writes them under the three headings: (a) People, (b) Animals, (c) Things.
2. The student will identify the three main divisions of the alphabet in the dicionary.	6	2.1 The teacher explains that the alphabet can be divided into three main parts: A-G, H-P, Q-Z. The teacher asks: "In which part of the alphabet would you find the letter "t"?, "d"?, "i"?" Instruct the student to try to open the dictionary as near to that letter as he can.
		2.2 Allow the students to supply their own word lists of careers in which they are interested and which are appropriate to their reading level.
		2.3 Let the student exchange list and place in correct alphabetical order.
3. The student alphabetizes from a selected list to the first letter.	16	3.1 Use word cards in which each word begins with a different letter. Cards are dealt to players. The first player to correctly alphabetize his words wins.
		3.2 Let the student provide his own list of career words. These should be words he knows and uses.
		3.3 Have students in a group decide on a career word. Then have the group think of words which describe the career.

RESOURCES	EVALUATION	NOTES
1.1 The Little Dictionary Scott Foresman & Co., My Self-Help Macmillan Co., My Word-Clue Macmillan Co.	1.1 Teacher will check papers to see if grouping in categories were followed.	
2. The Little Dictionary.	2.1 With practice, the teacher will observe that this exercise will help the students to locate his word quickly.	
	2.2 Teacher will check list to see where each students' list of career interest lies.	
	2.3 Check for correct alphabetical order.	
3. The Little Dictionary.	3. Observe to see if students alphabetize their list and share with other students.	

LESSON 1

SUBJECT: Arithmetic (Grade 4)   TOPIC: Diagnostic Self-Test I.

OVERALL IDEA TO BE LEARNED: Evaluation of students on the meaning of numbers.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Displays what has been learned about the meaning of numbers.	1	1.1 Teacher motivates the class for test by explaining that the test is only to determine what has been remembered about the meaning of numbers over the summer. 1.2 Students work test I.

RESOURCES	EVALUATION	NOTES
1. *Arithmetic 4*. Test I, page 321, Laidlaw Brothers, 1963.	Diagnostic test	From test results teacher plans for the levels of the pupils.

LESSON 2

SUBJECT: Arithmetic (Grade 4) TOPIC: Understanding Whole Numbers

OVERALL IDEA TO BE LEARNED: To Help pupils develop a better understanding of our base-ten numeration system.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Identifies that cardinal numbers represent the number of elements in a set.	9	1.1 Count pupils in the room.
2. Identifies the cardinal numbers as they relate to themselves.	1 (P) 8 (P)	2.1 Count members of their bodies and observe that the members are in sets. 2.2 Display sets with counters having 3, 9, 10, 17 and 24 elements respectively.
3. Recognizes that to move to the right on a number line each number is one more than the number just before it.		3.1 Count on the number line by adding 1 more to the right. 3.2 Add 1 more to the cardinal numbers 1-10 to modify the idea taught on the number line.
4. Develops a better understanding of base ten numeration system.		4.1 Groups sticks into sets of ten.
5. Understands that any number can be expressed by using digits 0 through 9.		5.1 Write numbers that are called by the teachers as 5, 9, 20, etc. The teacher will demonstrate the concept to be learned by illustrations on the chalk board.

RESOURCES	EVALUATION	NOTES
1.1 Filmstrip, Eye Gate Counting to 20 by 1's, 2's, and 5's. 1.2 Arithmetic 4, page 5, Laidlaw Brothers, 1963.	1. Both Groups: Match sets of objects on ditto sheets with cardinal numbers. Group I Write cardinal numbers 1-100. Group II Work problems from board by using the number line if needed.	
2.2 Manipulative materials, such as toothpicks, counting frames, etc.		

LESSON 3

SUBJECT: Arithmetic (Grade 4) TOPIC: Understanding Whole Numbers

OVERALL IDEA TO BE LEARNED: Understanding Place Value.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Develops an understanding of place value.		1.1 A volunteer writes the counting numbers 1 to 23 on the board.
		1.2 Show with counters how to keep a record of a count from 1 to 23 using groups of tens. (This activity may exceed number 23.)
		1.3 Use page 6 Laidlaw to motivate pupils.
		1.4 Write 2, 3, and 4 places on a grid.
2. Recognizes that a housewife uses multi-digit numbers to determine her family's monthly food budget.	13	2.1 Students visit grocery store to get prices of foods that eat for breakfast.
		2.2 Make a price list of his breakfast foods using a form showing item, number, price of each, and total cost for one week.

RESOURCES	EVALUATION	NOTES
1. Arithmetic 4, pp. 6-8, 1963 Laidlaw.	Follow-up: Pupils do written work page 8.	Group I Follow-up I.
1.2 Abacus rods.	1. Write the word to fill the blank.	Group II. Work with place value holder abacus demonstrating their understandings of place value from numbers written on the board by the teachers.
1.3 Place value chart.		
1.4 Filmstrip-Eye Gate, "Understanding Hundreds, Tens, and Ones.		Both groups will work with objective number two.
2.1 Tape, Wollensah, "Understanding Money Value".	2.1 Make correct change for different foods on the bulletin board.	
2.2 Bulletin board display with money and its value.	2.2 Check price list of students for a week and their understanding of addition.	
2.3 Pictures of food and prices.		

FIFTH GRADE

Learning Episodes

LESSON 1

SUBJECT: Social Studies (Grade 5)   TOPIC: Canada: Our Neighbor to the North.

OVERALL IDEA TO BE LEARNED: The United States and Canada are as similar as they are different in many respects.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Discuss previously acquired facts and information about Canada.		1.1 Discussion: Procedure: Introduce Canada to the students by leading a discussion to determine what is already known about Canada. Make a chart containing facts brought out of the discussion by students. (A) What kind of people do you think live in Canada? (B) What types of work do you think the people would do in Canada? (C) Do you think they would engage in some of the same types of work we do here in the U.S.?
2. Participates in constructing a bulletin board.		2.1 Bulletin Board (Teacher-Pupil constructed). Make a background of light blue. Make a large telescope to place at the top right corner. Arrange the caption "Our View of Canada." Students will bring magazine or newspaper articles pertaining to Canada and mount them on construction paper and adhere to the bulletin board. 2.2 Bulletin Board-Construct a large yellow light bulb, mount it on a light background slightly below the center of the board. The caption reads, "A Little Light on Canada." Pictures about Canada will be mounted by the students.

RESOURCES	EVALUATION	NOTES
1.1 Chart containing facts about Canada. Self Map of North America. McNally. *Our Changing Nation and Its Neighbors* by Wann and others.	1.1 Comparison with a similar chart of facts to be made at the end of the unit. (a) Student participation in the class discussion. (b) Pupil interest and enthusiasm when discussing the bulletin board.	Stress relationship between the two countries. Needs light blue paper or cloth construction paper and paper and pictures. Chart paper.

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
3. Collects pamphlets and brochures relative to Canada.		3.1 Class Notebook: Students will write to different agencies for pamphlets and brochures about Canada. This will be used later for a "class notebook" which will contain stories written by the students, their drawings, maps, news clippings and their evaluation of Canada.
4. Compares the population of the U.S. and Canada.		4.1 Reading and discussing from the listing of population of the two countries.
5. Explains how Canada's climate and natural barriers have resulted in the development of a culture.	10, 11	5.1 Graph Making To help students gain an understanding of climatic differences and changes in the U.S. and Canada's weather, prepare a chart containing two large cities, located in different regions, along with the town the students live in opposite this. Students will place the names of large Canadian cities. The pupils will record high and low temperature each day. At the end of a given period of study, a discussion can be led by the teacher to develop generalizations pertaining to location and climate, geographical factor and enviromental factors.
		5.2 Groups of students may view a filmstrip about Canada. "Land Features of Canada" is one highly recommended at this point. Several suggested filmstrips are listed at the end of this unit.
		5.3 Encourage pupils to write rhymes poems about the Canadian country.
		5.4 Pupils make maps of Canada and identify occupations found in most regions.

RESOURCES	EVALUATION	NOTES
4.1 The Changing Nation and Its Neighbors.	To be evaluated later in the unit.	Needs rulers, felt tip pens, or caryons, pencils, filmscrip, projector and daylight screen.
5.1 The U.S. and Canada The Changing New World. Our Changing Nation and It's Neighbors.	5.1 Pupil interest and participation as determined by recording the temperature each day.	
	5.2 Pupil attentiveness and participation in a discussion following the viewing of the filmstrip.	
	5.4 Pupil compilation of various occupational areas studied.	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		5.5 Creative writing "Tour of Canada."
6. Summarize the Canadian American relations with emphasis on the Great Lakes and the St. Lawrence Seaway.		6.1 Divide pupils into six committees. Each committee will choose one of the topics listed by pulling slips of paper with the number of the topic. Each committee will present their information to the class at a given time. Topics: (a) Exploration and early settlements in Canada, (b) Canada under the French and later English, (c) Famous men who helped Canada, (d) Recent political developments, (e) Recent economic developments, (f) The Eskimoes and their culture.
		6.2 Pupils will dramatize important events of Canada such as the completion of the St. Lawrence Seaway.
		6.3 Let each pupil map the great industrial belt of North America on a desk map including the Great Lakes, Inland waterway, southern Ontario and Quebec.
		6.4 Make your own relief map of Canada on a heavy cardboard or a piece of board. Use flour and salt, clay or other material. Show the Great Lakes and the St. Lawrence Seaway. Label them with toothpicks to which signs have been pasted.
7. Identifies the two major languages spoken in Canada and their effect on its culture.	10	7.1 Invite a Canadian or a person who has traveled extensively in Canada to tell about the country. Arrange for him to share his understandings between the people, as well as sources of friction and misunderstandings. (Include languages, land, customs).

RESOURCES	EVALUATION	NOTES
	6.2 Check to see how many willing volunteers to dramatize.	
6.3 Teaching Units in the Social Sciences. 5-6th.	6.3 Accuracy and knowledge used in showing the Great Lakes and St. Lawrence Seaway.	If time allows, those finishing will work with puzzles made by the teacher about Canada.
6.4 Discovering Our World's History.		
7.1 Resource Person	7.1 Pupils interest by the number of responses after the resource person's talk.	Contact resource person, Overhead projectors, clay, Clay pipe cleaners, and stick, collect pictures.

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
8. Examines work in relation to the environment in which it takes place.	13	8.1 Teacher can show a large map of Canada using the overhead projector, or opaque projector. The pupils can point out the geographical regions of Canada. The pupils might lead a discussion of how people make a living in various regions.
		8.2 Listing various types of jobs and how they dress.
		8.3 Make a display of workers using clay, pipe cleaners, sticks or paper, etc.
		8.4 Constructs a chart using pictures or drawings that represents different ways that people of Canada make a living.
9. Identifies the major cities and capitols of the Canadian provinces.		9.1 Map Activity After studying the map in the text, and following a discussion, have the pupils place names of provinces, capitals of each, and major cities on an outline map. This map should then be placed in the learning center where it can be readily viewed by all students for reference.
		9.2 Word Game: Divide class into two teams: Team A and Team B. The students may remain in their seats if desired. The first student on Team A begins the game by naming a location, city, river, etc. beginning with what ever letter the student drew from the box with beginning letters of words. A member on team B does the same thing until he is put out when he misses. The teacher calls a five seconds limit for each letter. (Allow ten or 15 seconds for the slower group). If one team fails to respond the other team earns a point.

RESOURCES	EVALUATION	NOTES
8.1 Map of Canada transparency Opaque projector or overhead projector.	8.1 Accuracy and knowledge used by students in pointing out the regions.	
8.2 *Our Changing Nation and It's Neighbors*.	8.2 The completness of the listing of occupations.	
8.3 Variety store, home.		
9.1 *Our Changing Nation and It's Neighbors The U.S. and Canada* Filmstrip, "A Look at Canada."	9.1 Accuracy of placing items on the map.	Prepare and cut words for games.
	9.2 Ability to recall quickly the names of cities, capitals, and provinces of Canada.	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
10. Summarizes the struggles of England and France to own Canada.	10	10.1 Class discussion-On July 1, 1567, the North America Act, which created the Dominion of Canada, went into effect. Have the class contribute information about the Canadian colonies then. Let them discuss the first rebellions that took place and how long did they last.
		10.2 Map Bee-The teacher makes a list of places in Canada named in the textbook. Divide class into two teams. The teacher calls out a member on Team A and a place that pupil must locate the place on the wall map in thirty seconds. If he misses, then he sits down and the caller gives the same name to Team B. If he finds the place in the alloted time, he remains standing and the game continues. The team with no players left standing loses.
11. Participation in developing a time line traces historical events in Canada between 1947 and 1900.		11.1 Historical Ladder or Time Line After a class discussion of historical development in Canada between 1497-1900, pupils can make a historical ladder using these dates and including illustrations.
12. Develops increased abilities for making educational, occupational and personal decisions.	19	12.1 Mock Election: Have students elect a queen and king and divide into three groups. Each group will represent a province which in turn will elect two members of the church to serve in the House of Commons, and two members for the Senate. The Queen then appoints a Governor General and the House of Commons members will elect a Prime Minister. This shows the operation of Canadian Government.

RESOURCES	EVALUATION	NOTES
10.1 The Western Hemisphere.	10.1 Class participation.	Needs newsprint.
	10.2 Ability to locate places on the map; and pupil interest.	
11.1 Textbook.	11.1 The number of steps of the ladder will indicate how many dates the pupil considers important.	
12.1 In These United States and Canada.	12.1 Student participation and enthusiasm during committee work and election.	Have large outline map available for activities. Set up Career Kit.

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		12.2 Divide class into committees. One committee will construct voting booths.
		12.3 Conduct the election for each province.
13. Builds an awareness and appreciation of our neighbors by: (a) research, (b) writing biographies, (c) singing Canadian songs, (d) Cooking French Canadian food	5, 8	13.1 Committee Work: Divide the class into five committees, each representing the five chief occupations in Canada. They are: (a) manufacturing, (b) farming, (c) mining, (d) fishing, (e) limbering. Each committee will do research on its topic and report to the class.
		13.2 Map activity: Have two or three pupils to mark off the areas of these occupations on a large outline map which the students have made.
		13.3 Prepares a booklet of biographies of famous Canadians.
		13.4 Singing: Canadian songs, Distribute copies of songs selected to the students. The teacher will explain that they are French Canadian songs, or songs sung by laborers as they worked. Students will be allowed sufficient time to sing the English songs, and attempt to sing the ones in French.
		13.5 Cooking: French Canadian Food The teacher will provide all necessary utensils and ingredients for making Rigglevake Kucha (Railroad cookies) in large quantity. The class will be divided into groups to make their ~~cookies.~~ The recipe is included in this unit.

RESOURCES	EVALUATION	NOTES
13.1 Teaching Units in the Social Sciences State Curriculum Guide State Department of Education Film: "Why People Have Special Jobs." A Technological Exploration-p. 3-6.		
13.2 Canadian's Cookbook, Grouping with Music.		Needs: Cooking utensils, Ingredients for making cookies.
	13.3 Interest and Pride in Making booklets.	
	13.4 Participation of students in singing the songs selected.	
	13.5 Interest in preparing the cookies. The quality of the cookies could be used as an evaluative technique. How well directions were followed.	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
14. Formulates generalizations relative to Canada, United States, and their relationship.		14.1 Culminating Activities Discussion-Experience Chart. Following a discussion of what the students have learned additions will be made to the beginning discussion-experience chart.
		14.2 Crossword Puzzle: Students will be asked to complete a crossword puzzle that will be handed out by the teacher. The words will be words emphasized during the study of the unit.
		14.3 Presentation: At the completion of the unit on Canada, the pupils will arrange a display of all murals, graphs, maps, pictures and their class notebooks on Canada. Write invitations to another class and principal to come to view their work, and explain to the other class reasons for the Canadian-American friendship.
		14.4 Written Quiz: The teacher will devise and give a written quiz. This test will include a vocabularly test also.

RESOURCES	EVALUATION	NOTES
14. Old Chart.	14.1 Comparison of this chart with the old one constructed at the beginning of the unit.	
	14.2 Completion of puzzle with accuracy.	
	14.3 Pupil interest, accuracy and enthusiasm in sharing the materials with the other class and their principal.	

LESSON 1

SUBJECT: Reading (Grade 5) TOPIC: Reading Levels

OVERALL IDEA TO BE LEARNED: Teacher evaluation and group placement.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Demonstrates his level of skills in vocabularly, work attack skills, comprehension and oral reading.		1.1 Administer S.R.A. Placement Test to entire class.
		1.2 Give informal inventory of achievement in oral reading.
		1.3 Evaluate Stanford Achievement Scores
2. Identifies his own interests in reading.	3, 4	2.1 Ask the child to write a paragraph telling me what he likes to read and whether he reads for long or short periods of time.
3. Describes things that he enojys doing by filling in blanks and completing sentences.	1, 6	3.1 Give the child a sheet to be completed with sentences such as the following examples: 1. I enjoy ____________ because ____________. 2. I would not like to be a ____ because ____________. 3. I may someday want to be a ___ because I like ____________. 4. My favorite person is ______. 5. My best friend is __________.
		3.2 Have the children bring to class the tools he needs to do the thing that he likes to do best. Each child can then play the role that he has chosen.

RESOURCES	EVALUATION	NOTES
1.1 SRA Kit number IIB.	1.1 List test scores from highest level to lowest level of achievement.	
1.2 Library books chosen by teacher at various ability levels.	1.2 Listen for pronunciation of words. Count number of words missed out of 50.	
1.3 Adventures Here and There, Betts Basic Reader, American Book Co.	1.3 Use report in addition to above.	
	2.1 Observe idea in written work for interests.	
	3.1 Compile information received and place these in vertical file folder on each child.	
	3.2 Observe activity for participation, for sincerity and for consideration of others.	

LESSON 2

SUBJECT: Reading (Grade 5) TOPIC: Pets-Work and Play

OVERALL IDEA TO BE LEARNED: Caring for pets is a type of work which carries responsibilities.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Performs skills on level determined by testing.		1.1 Divide children into groups by ability (1) Above fifth grade level, (2) fifth grade level, (3) below fifth grade level.
		1.2 Group 1 will read from basal reader, "Can a Horse Know Too Much?", and work Study Helps individually. Individual will ask for help if he needs it.
		1.3 Group II will read above study silently for interest and then write a related story about his own pet.
		1.4 Group III will read above story aloud to teacher and concentrate on new words by using phonic skills.
2. Discriminates between work and play following discussions of story by deciding if caring for a pet is work or play.	13	2.1 Class will discuss story for interest in pets and caring for them.
		2.2 Each student in class will draw a picture of one type of work in caring for a pet. These should be observed by teachers at individual desks.
	8, 9	2.3 Divide children into work groups and make posters depicting the process of getting a show animal ready for the show. ie-grooming, feeding, training to lead, etc.
3. Relates caring for pet to occupations which include the care of animals.	3, 14, 15	3.1 Class will make list on the board of all the occupations they can think of which requires the care of animals.

RESOURCES	EVALUATION	NOTES
1. Basal reader. Adventures Here and There, pp. 28-36.		
	1.2 Check study help answers	
	1.3 Take up papers and read for content.	
	1.4 Listen for child to show knowledge of phonic rules.	
	2.1 Note class participation of each child.	
	2.2 Place a red check in corner of each child's work will observing ideas of work through art.	
2.3 Childcraft No. 5 About Animals, Field Enterprises Ed. Corp., Chicago, Ill. 1973, pp. 256-289.	2.3 Place posters on bulletin board and let chairman of group explain process.	
	3.1 Note individual participation. Note consideration for others in answering.	

LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		3.2 Show filmstrip, "Do You Love Animals?", and let children discuss the idea of an occupation with animals.
		3.3 Resource person.
		3.4 Write one page story on I Want to be A. . . . . . .

RESOURCES	EVALUATION	NOTES
3.2 Eye Gate filmstrips, Jamaica N.Y. No. 213, Are You Looking Ahead?	3.2 Observe individual awareness of what work is while listening to discussion.	
3.3 Natchitoches Veterinarian.		

LESSON 3

SUBJECT: Reading (Grade 5) TOPIC: Spirit in Sports

OVERALL IDEA TO BE LEARNED: To enjoy good sportsmanship through study of attitudes and values.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Gains understanding of importance of sportsmanship in daily life.	8, 9	1.1 Teacher will read story from basal reader to entire class.
		1.2 Class discussion of story for ideas of how the game would have ended if Same could not have played.
		1.3 Teachers will list new words on the board and with help of class apply phonics rules. Children will then find definition of words in glossary, and write these in notebooks.
2. Understand through response to oral questions that values determine how an individual feels toward an activity.	3, 4, 8, 9	2.1 Show filmstrips and ask child to list as many values as he can. Review through class discussion. emphasizing feelings about sports.
		2.2 Show film "Good Sportsmanship" and follow with discussion. Ask class if it thinks Sam had all these values, and if as an individual the child himself has same values.
3. Become more aware of social self by working closely in a group, and attempting to understand the feelings of others.	8, 9	3.1 Divide class into groups and assign the following: Group I: Construct a baseball diamond from poster paper with pipe cleaner figures, Group II: Compile a scrapbook of children's participation in various sports,

RESOURCES	EVALUATION	NOTES
1.1 "That's The Spirit" Adventures Here and There. Betts Basic Readers, American Book Co.	1.1 Observe individuals for attention and interest.	
	1.2 Observe individuals for consideration of others and for participation.	
	1.3 Take up notebooks to check for completion of work.	
2.1 "Values for Teenagers", filmstrip and record. Available from Coronet.	2.1 & 2.2 Besides in the classroom, observation of sportsmanship in outside activities should take place during physical education classes and just free play time.	
2.2 "Good Sportsmanship." NSU Film Library.	2.2 Listen carefully for individual responses and note key answers.	
3.1 Classroom art materials and old magazines.	3.1 This activity should help to understand social behavior and teacher should observe closely how children work together.	

LESSON 3 (Cont'd)

*C.E Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		3.1 (cont'd) Group III: Make a bulletin board entitled "Be a Good Sport".
4. Understands that sports can also be an occupation, a means of making a living.	2, 3, 10, 11, 13, 14	4.1 Ask the child to name ways people can make a living by engaging in sports. Ask if he thinks this is a good occupation.
		4.2 Invite a professional athlete to speak to the class about how his sport has effected his life. Ask him to take children to playground for 15 minutes of a game of baseball.

RESOURCES	EVALUATION	NOTES
	4.1 Listen for answers such as 'No, you would become too old to play', or 'No, not everyone is good in athletics.' Listen for answers such as managers, coaches and sportswriters.	
4.2 Joe Bill Adcock Coushatta, Louisiana	4.2 Listen for questions asked by students for interest levels, and observe sportsmanship on playground.	

LESSON 1

SUBJECT: Mathematics (Grade 5) TOPIC: Addition and Subtraction

OVERALL IDEA TO BE LEARNED: To think logically and have a workable knowledge of addition and subtrattion for problem solving.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Explain simple addition and subtraction examples such as: 3+4=7 and 7-4=3.		1.1 To ensure that every pupil understands the idea and is able to explain each one, have a class discussion around each idea presented the previous day. During the discussion encourage pupil to use manipulative aids, such as the number line, to help them describe or illustrate each idea.
		1.2 Write the addition example that is indicated by extending arrows to the right on the number line.
		1.3 Write the subtraction example that is indicated by extending arrows to the right on the number line.
		1.4 If pupils are unable to give an adequate description or illustration, have them refer to the appropriate pages in the text, for help.
		1.5 Let pupils do the written exercise on page 32 in textbook, by Gundlach and others.
		1.6 Let pupils demonstrate that addition and subtraction are inverse operations.
2. Explain that bankers should have at least a workable knowledge of basic addition and subtraction.	13	2.1 A make believe bank can be set up in the classroom.
		2.2 Have student cut out paper bills of different denominations and circular objects representing coins, and let them demonstrate the techniques of making deposits & withdrawals.

RESOURCES	EVALUATION	NOTES
1.1 Department of Education. Mathematics Curriculum Guide K-8 p. 222.	1.1 Observation a. In controlled situation b. In free situation	
1.2 Gundlach, Bernard H., Buffie Edward G. and others. Mathematics 5. Laidlaw Brothers Pub. 1968.	1.2 Self-evaluation.	
	1.3 Analyze the pupils' performance of written work on p. 32. Do any necessary review and reteaching before moving on to more mature concepts and skills.	
2.1 Visit to the Exchange Bank.	2.1 Evaluate discussion of the trip.	

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
3. Understand that career development is an ongoing, continuously patterned process.	18	3.1 Show a film which will enhance the study of careers.
4. Distinguish between open and closed sequence.		4.1 Let pupils complete page on the textbook, by Gunlach and others, on their own. Those who have difficulty should use any visual aid or manipulative device of their choice, or dramatize the problem situation. 4.2 Let the gifted students aid the slower learnings by using small blocks, toothpicks and other devices to prove that a given mathematical sentence is true or false. 4.3 Let the student find the replacement set for each open sentence in the textbook on page 32, by Gunlach and others.

RESOURCES	EVALUATION	NOTES
3.1 16mm Film: "Why People Have Special Jobs." NSU Film Library.	3.1 Oral recitation of the film.	
4.1 Textbook by Gundlach, B.H., Edward, G. and others Mathematics 5.	4.1 Objective test (ie. objective scoring). a. True-False b. Completion c. Identification	
	4.2 Oral recitation and written work.	

LESSON 2

SUBJECT: Mathematics (Grade 5) TOPIC: Sets, Numbers, Numeration

OVERALL IDEA TO BE LEARNED: To distinguish between a numeral which is a symbol, and a number which is an idea.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Demonstrates strengths and weaknesses in recognition of symbols used in everyday living.		1.1 Pupils list various symbols encountered in everyday living such as the flag, stop and go lights, and stop signs. Focus attention toward mathematical symbols such as +, -, X, ÷, and =.
2. Differentiates among numerals symbols, and numbers.		2.1 Group 2 Pupils examine the symbols on page 5. What is the name of the first symbol? (Skull and Crossbone) Pupils will name each symbol in the illustration and then answer the questions. Group 1 Will write the answers to the following questions: In how many ways can you express the idea of four: As the sum of two whole numbers? As the sum of two fractional numbers? As the difference of two whole numbers? As the product of two whole numbers?
3. Recognizes the fact that some day he will have to make an occupational choice.	18	3.1 Construct a pictograph using a picture symbol to represent a determined number occupations.

RESOURCES	EVALUATION	NOTES
		Group 1 Grade Level Group 2 Grade Level
2.1 Mathematic, Bk. 5, Laidlaw Brothers Publishers, Copyright 1968, p.5.	2.1 Group 2 oral activity. What is the relationship between the symbols in each exercise below? 1. 4, IV, and (5-1) 2. (....) and (a,b,c,d) 3. (a,b,c,d) and 4. 4. How do you think of four? 5. Name some symbols for four.	Answers: 1. numerals for the same number. 2. set of fours. 3. four letters and the numeral 4. 4. As a numeral which names the number 4. 5. IV, (5-1), (6-2), (2+2), etc.
	3.1 Check graphs.	

LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
4. Indicate skill in determining equal and equivalent sets.		4.1 Select two sets of objects which have the same number of members. Point out that when two sets each contain the same members the sets are equal. Explain that sets which have the same number of members or that sets whose members can be matched one-to-one sre called equivalent sets. Group 1-Write 3 equivalent sets for each set below: 1. The set of your eyes. 2. The set of toes on one foot. 3. The set of days of the week. 4. The set of your arms and legs. 5. (pig, cow, horse). 6. (1,2,3,4,5,6). Group 2-Use the illustrations in the book and answer each question carefully on paper.
5. Demonstrates that he is in charge of becoming himself.	17	5.1 Let pupils make a Venn diagram to show the intersection of the set of even numbers less than 20 and the set of multiples of less than 32.

RESOURCES	EVALUATION	NOTES
4.1 Mathematics Bk. 5, Laidlaw Brothers, Publishers, Copyright 1968-p. 6 & p. 301.	4.1 Group 1-Review exercises Equal and Equivalent Sets (See Laidlaw, p. 301). Group 2-Match each set in column b with the set that is equal in column a. (See Laidlaw, p. 6).	Group 1 1. Set of your ears, (a,b). 2. (a,b,c,d,e), (1,3, 5,6,9). 3. (a,b,c,d,e,f,g), (5,7,6,9,10,2,1). 4. Set of legs on a cow, (1,2,3,4). 5. Set of angles in triangle (1,2,3). 6. (a,b,c,d,e,f) (□, △, O, ▷, ⊏, Q).
5.1 State Guide: Mathematics Curriculum Guide K-8, 1973, p. 215.	5.1 Observation and self evaluation.	

SIXTH GRADE

Learning Episodes

SUBJECT: Social Studies (Grade 6) TOPIC: Cultures of Eurasia

OVERALL IDEA TO BE LEARNED: Man's actions and beliefs result from an interaction between his culture and his environment.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Describe the different kinds of home life found in Eurasia and jobs related to home life style.	10, 11, 14, 18.	1.0 Make a frame for the bulletin board. Have as the title "Cultures of Eurasia". As the unit is carried on, each day add some particular drawing of something, such as different jobs to be found in an Eurasian home.
		1.1 Display articles which are made in countries of Eurasia. Have an area of the room reserved for showing the various articles which are made in these countries. Have children bring any articles they may have found for display on a special table. Direct a discussion about the articles in relation to the occupations needed to produce the articles. Students could construct any other articles found in Eurasia.

RESOURCES	EVALUATION	NOTES
1.0 Bulletin board composed of various articles, pictures and drawings from magazines or newspaper articles.	1. Teacher Observation 1. Do children show individual interest? 2. Did the students find the material useful? 3. Did students take part in class discussion? 4. Did students participate in class activities? Second Method of Evaluation Oral discussion among children on the life style related jobs. 1. Name the many types of jobs needed for construction of an Eurasian home. 2. Discuss how the crafts vary from one Eurasian country to another.	Needed Materials: Film Projector Filmstrip Projector Library Resources
1.1 Text (6) pp. 137-155.		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		1.2 Show pictures of the homes in Eurasian countries. Stimulate children with questions of noticeable differences in the construction of the homes. Discuss the various jobs needed to construct a house. 1.3 Children will participate in a buffet dinner learning the types of foods found in countries of Eurasia. They will learn how they are served, cooked, and eaten by the people of these various countries. Discussion of the occupations in the preparation and serving of foods may follow. 1.4 Special reports may be prepared on such topics as the various types of home construction, types of jobs related to construction, and cultures that have developed these life styles in Eurasia. 1.5 A large pictorial map of Eurasia might be prepared according to the different cultures found there. Illustrations on this map may point out the various jobs related to life styles. 1.6 Filmstrip-"Job Family" (Series). 1.7 "Where People Live and Work"-Filmstrip 1.8 Film-"People Are Different and Alike".

RESOURCES	EVALUATION	NOTES
1.2 "Supermarket Shopping in Asian Lands," Awake Magazine pp. 20-23, May 8, 1969.		
1.3 Jackson, Kathryn, Homes Around the World. New Jersey: Silver Burdett, Co., 1957.		
1.4 Text (6) p. 32.		
1.5 Text (6) p. 37.		
1.6 SRA-Reading Media Center NSU		
1.7 Visual Education Consultant		

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
2. Analyzes the unique culture of the Eurasian people and how different occupations have developed from such culture.	10, 12	2.0 Make a bulletin board with pictures showing some type of culture of each Eurasian country. Have students gather pictures of occupations studied and found in Eurasian countries.
		2.1 Arrange some books and pictures on a table about the Eurasian countries and let the students choose a book to read and report on. These books should concentrate on culture and occupations of Eurasia.
		2.2 Divide the class into four groups and let them choose one of the following countries to research its culture and job opportunities: Saudi Arabia, Israel, Syria, and Turkey. The individual groups will appoint a chairman to head the committee and organize materials. Each group will present its filmstrip to the class.
		2.3 Have students make drawings or models of occupations found in past world cultures of Eurasia.
		2.4 Have students role play various job opportunities in different cultural areas of Eurasia.
		2.5 Have students make macrame' items from various jobs of the different countries of Eurasia.
		2.6 Film- "Why Do People Have Jobs They Have."
		2.7 Film- "Where and How People Live."

RESOURCES	EVALUATION	NOTES
2.0 Bulletin board should be composed of pictures and articles gathered by students..	2. The way in which the students respond to the activities and, later, the way in which they present their book reports.	Materials Needed: Film projector Filmstrip projector Library Resources
2.1 Library Books may be acquired such as: *World Cultures Past and Present*, or *Workers Long Ago*.		
2.2 Text (6)-Library Materials.		
2.3 Text (6) pp. 156-170. Transparencies 1. The Races of Mankind-NSU 2. Eastern Europe and the Middle East-Media Center.		
2.4 Text (6) pp. 175-182.		
2.5 Jackson, Kathryn, *Homes Around the World*. New Jersey: Silver Burdett Co., 1957.		
2.6 La. State Employment Agency.		
2.7 Bailey Films.		

Social Studies (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.8 "The Most Important Business in the World"-Film.
3. Analyzes job opportunities as related to historical events and time periods.	11, 13	3.0 Make a bulletin board showing various occupations that are found in a caste system. Have the board organized so that students may discuss the limits placed on occupations found in this type of system. The board should be constructed from the ideas and work of students.
		3.1 Have students do research to find the games dominant in each country of Eurasia and report on these games. The students may incorporate job opportunities with sports events held in Eurasia.
		3.2 Have students make and develop a display entitled "Machines Through the Ages" by presenting models and sketches and reports on the development of different occupations by progress.
		3.3 Have a committee of students prepare large pictorial maps of Eurasia. Pictures of ancient landmarks and symbolic pictures of the people's occupations may be placed at appropriate points on the map.
		3.4 Have students make reports comparing cultural needs and occupations done one hundred years ago.

RESOURCES	EVALUATION	NOTES
2.8 Educator's Guide to Free Guidance Materials Public Library		
3.0 Bulletin board materials gathered from student work such as writing and drawing.	3. Student participation in their group work and how well they prepare their individual topics for discussion.	Materials Needed: Filmstrip Projector Library Resources
3.1 Text (6).		
3.2 Text (6) p. 39.		
3.3 Text (6) p. 37.		
3.4 Library resources are needed for reports such as: Work Cultures Past and Present, or More Hands for Man: The Story of the Industrial Revolution.		

Social Studies (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		3.5 Have students do reports on progress of occupations in Eurasia.
		3.6 Filmstrip-"Our Changing World."
		3.7 Filmstrip-"Workers Series."
		3.8 Have students work on a puzzle to show progress made in occupations entitled Crossword Puzzle of Career Program.
4. Indicate how resources and geography affect occupations in Eurasia by listing: A. The resources and topographical features of Eurasia. B. The jobs which are derived from and are dependent upon them.	13	4.0 Students could develop a bulletin board on jobs found in one industry showing various jobs resulting from one resource of an Eurasian country.
		4.1 Have students write reports on a specific resource or geographical feature dominant in Eurasia in relation to job opportunities.
		4.2 Have a center for pictures and objects made in the countries of Eurasia for students to the view occupational units.

RESOURCES	EVALUATION	NOTES
3.5 Library resources such as: Industry: Man and the Machine or The First Book of Ancient Mesopotamia and Persia. NSU Media Library.		
3.6 San Diego County Department of Education-Audio Visual Department.		
3.7 Media for Education, Inc.		
3.8 Media for Education, Inc.		
4.0 Develop a bulletin board using construction paper showing various jobs found in an industry.	4. Student participation in class activities and presentation of committee and the individual reports supplied.	
4.1 Text (6) Library Resources.		
4.2 Pictures and objects developed by students may be used, or magazine articles or pictures. Books dealing with Eurasian countries are needed to help students work on activities of the unit.		

Social Studies (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		4.3 Keep any pamphlets, newspaper or magazine articles dealing with various occupations of Eurasia, to be placed on a center table for student reference.
		4.4 Filmstrip-"Foods from Grains".
		4.5 Filmstrip-"Grain Merchants".
		4.6 Filmstrip-"Futures in Oil".
		4.7 Have the pupils study different maps of Eurasia and make a list of what the maps tell them about the area. Discuss, and compile a list of things they would like to study about the geography and resources of the area.
		4.8 Students will observe the maps in their textbooks while engaged in a teacher-led discussion about the features of Eurasia; for example, rivers, mountains, and resources. Using a large map students will be asked to again locate such areas.
		4.9 Pupils will be divided into groups or committees to work on topics, resources, climate, industry and geographical features. Each group will research the topic under teacher guidance, then present it to the class.
		4.10 On a piece of plywood the class will construct a relief map of Eurasia using a recipe of salt and corn starch. The land should be shown in terms of geographical features. After drying com-

RESOURCES	EVALUATION	NOTES
4.3 Newspapers and magazine articles dealing specifically with Eurasia should be placed on the learning center table.		
4.4 Coronet Films		
4.5 Educator's Guide to Free Materials-Natchitoches Public Library. 4.6 Same as 4.5.		
4.7 Spirit Master Maps-Hayes Maps of Eastern Hemisphere.		
4.8 Text (6) chp. 7,8.		
4.9 Library Resources-Text (6).		
4.10 Text (6) p. 130-149.	4.10 Student participation in activities of the unit and display of map skills.	

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		4.10 (cont'd) pletely, the pupils will paint the various climatic zones and areas of Eurasia. They will also paint a legend at the bottom to indicate the climatic areas. Students will also show points where industry and job occupations are found in the largest quantity. 4.11 Using the opaque projector the students will construct a large map of Eurasia. Using sumbols to represent the various industries located, the students will place them on the map. After completion, a class discussion should follow as to why a particular industry is located in a particular section of Eurasia. Direct discussions to the various jobs found in each industry.
5. Contrast the different cultures in Eurasia by: A. Determining how methods of living differ from our own. B. Determining how methods of working are different from our own.	12, 13, 14	5.1 Divide the class into small groups to prepare reports contrasting different types of living and occupations found in Eurasia and the United States. 5.2 Have students travel throughout the room to the different countries of Eurasia, to talk with other students who are role playing the parts of different types of workers. This may be re-enacted for students to travel through the United States. Students should also observe such traits as dress, language, and religion of the two areas.

RESOURCES	EVALUATION	NOTES
4.11 Text (6) p. 150-156.		
5.1 Text (6)-Library Resources	5. Student Reports will be evaluated. Second Method: Student activities and participation in these activities.	
5.2 Text (6) p. 37.		

Social Studies (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		5.3 Have students prepare a mural depicting the various customs found in Eurasia, and one depicting the customs of the United States. Each mural should point out occupational units that are found in each area.
		5.4 Each child will pretend that he is a person living in Eurasia. Using his imagination, he will write an account contrasting an activity, or other phase, of his life in each setting.
		5.5 Filmstrip-"Career Opportunities."
		5.6 Film-"Why Work."
6. Develops a respect and understanding of job occupations of people in different lands by discussing their unique culture.	2, 3, 9, 13, 12	6.1 Students will construct a large wall map on which they will make entries throughout the remainder of this unit. Let the students display occupations, on all social levels, engaged in by people of different regions, and related items to help understand and respect the unique cultures of Eurasia.
		6.2 One idea for constructing a time line is to use rubberized clothesline wire and suspend pictures, jobs and material that will help understand the culture of Eurasia.
7. Appreciate the economic contribution of each country by discussing the contribution made by these countries.	11, 12, 13, 15	7.1 Construct a large bulletin board displaying a map of Eurasia. Each economic region will be a different color and labeled with points of interest, marked by a question mark. You will be pointing to a particular economic region in each country. The teller will read, The Economic Contribution of Eurasia.

RESOURCES	EVALUATION	NOTES
5.3 Text (6) p. 39.		
5.4 Library Resources-Lets Visit the Middle East-NSU-Media Library, Text (6).		
5.5 Avid Corporation.		
5.6 NSU Film Library.		
6.1 Students will gather material from books, encyclopedias and personal sources and materials supplied by teacher. Text (6). Filmstrip-Countries of Europe and Africa, NSU library, Parks library.	6.1 Presentation of these reports will be in the form of the group's choice. It can be oral, drama, role playing, etc.	
6.2 Material gathered by students books, encyclopedia, pictures, models and drawings.	6.2 Observe and evaluate materials gathered by the students.	
7.1 Film-"Factories, Mines, and Waterways: Western Europe." Material gathered by students from many sources.	7.1 Teacher observes the children's participation in finding answers to the questions on the board.	

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		7.2 The entire class will view a film about Eurasia, its economic resources. After viewing it, the class discusses the film in a small group. Then each group representative will review orally what aspects that particular group felt were significant.
		7.3 Have one area designated as a reading center containing books, magazines, pictures, encyclopedias and any reading materials containing information on the economic contributions of each country.
8. Differentiates between various gepgraphic regions in Eurasia in regard to jobs, skills, tools.	13, 14, 15 17, 19	8.1 Present an introductory film on people and work in different regions of Eurasia. Have areas set up where small groups can view filmstrips and slides on tools, equipment, and ways the people of Eurasia are accustomed to doing things.
		8.2 Prepare a scrapbook, using three topics: tools and equipment, people at work, procedures and ways of accomplishing different jobs.

RESOURCES	EVALUATION	NOTES
	7.2 Teacher observes the success and interest stimulated from discussion.	
	7.3 Students' interest in the books, stories, and pictures and other materials.	
8.1 Books: America's Old World Frontier (Clark & Beeby). Maps in Eurasia (Glendinning) pp. 4-5, 12-13. Film-"Factories, Mines, and Waterways:" Western Europe. Filmstrip-"Countries of Europe and Africa", NSU Library, Parks Elem. Library.	8.1 Students' responsiveness to films, filmstrips, and slides; participation in question and answer period.	
	8.2 Students' enthusiasm, responsiveness, and sincerity in presenting scrapbook, and the interest generated by discussion.	

Social Studies (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		8.3 Write three paragraphs; one on tools and equipment, one on people at work in different regions of Eurasia, and one on the ways people in different regions complete similar jobs.
9. Describe the jobs found in major industries of Eurasia.	11, 12, 13	9.1 Have students divide small groups, according to the major industries. List and describe jobs found in each major industry of Eurasia.
		9.2 Have students role play various job opportunities, different geographical environments.
		9.3 Have students make drawings or models of occupations found in different regions of Eurasia.
10. Describe how regional climatic factors influence life style and economic conditions	10, 13, 15, 19	10.1 The students are given individual physical maps of Europe, specifying Eurasia. They are asked to locate some of the major agricultural regions, and main regions subject to climatic changes. They will color-code distinguishing lifestyle of particular regions. There will be a discussion of the affects of climatic changes.
		10.2 Students will be divided into three small groups, one making a written report on the life-style, one on the economy and the last on the agriculture.
		10.3 Students will have combined group discussion on the climatic factors that affect the people, life-style, economy, and agriculture.

RESOURCES	EVALUATION	NOTES
	8.3 Thoroughness of the presentation, the students' cooperation and work efforts.	
9. Eurasia (Glendinning) pictures books, and materials gathered by the students.	9.1 Thoroughness of the presentation and motivation and interest shown in discussion.	
	9.2 Student involvement, efforts shown in completing assignments.	
	9.3 Pupils' eagerness to participate and their creativity.	
10. Text (6). World Book Encyclopedia, Vol. 6E pp. 320-320b. Western Civilization Perspective on Change p. 12.	10.1 Teacher observation of students' interest shown by completeness and thoroughness of presentation.	
	10.2 The written report will be read and evaluated by the teacher. Content and form will be graded.	
	10.3 The quality of discussion and participation by students will be observed by the teacher.	

LESSON 1

SUBJECT: Reading (Grade 6) TOPIC: Pre-Testing

OVERALL IDEA TO BE LEARNED: Reading level of pupil.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Pupils show an awareness of the continuing process of change that characterizes maturation.	5, 6	1. Pupils discuss growth (scholastic and otherwise) by taking part in a discussion on such questions as: Have I grown since last year? If so, how? How is testing related to growth?
2. Pupils will demonstrate their ability in the use of phonetic analysis skills, structural analysis skills, comprehension skills and mechanical skills.		2.1 Give pupils an informal reading test by having each student read a paragraph or two from selected materials. 2.2 Check reading scores in accumulative folder. 2.3 Discuss child's progress in reading with fifth grade teacher. 2.4 Give pupils the test in the SRA kit llc.

RESOURCES	EVALUATION	NOTES
1. *Finding Out About Ourselves*-SRA #5-1056 *All About You*-SRA #5-1090.	1. Children make collages or draw pictures showing their changing interests and growth	
2.1 Sixth grade test *Adventurers-Now and Then*-Betts Welch	2. Make a list of scores of pupils according to ranking.	
Any sixth grade material. 2.2 "Testing in Teaching Reading" by Emery P. Bliesmen. The Reading Teacher XXVI (December, 1972) pp. 268-272. *Reference For Further Testing*: Gray Oral Reading Test. *Barbe Reading Skills Check List*. *The Dolch List of Basic Sight Words*.		
2.3 Accumulative folder-reading scores.	2.3 Note pupils' scores and other pertinent data.	Teacher divides pupils into groups according to ability and scores. For this study, two groups will be considered, as in many schools the third group of students will be Title 1 students.
2.4 Child's fifth grade teacher.	2.4 Tabulate results and list students accordingly.	
2.5 SRA kit llc.		

LESSON 2

SUBJECT: Reading (Grade 6)   TOPIC: Word Attack (Pre-Test)

OVERALL IDEA TO BE LEARNED: To access the pupils' ability to correctly approach work attack skills on level 6th.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. The students will demonstrate abilities in these reading skills. a. interest b. word learning c. thinking readiness	2	1.1 Have students complete interest readiness inventory. 1.2 Have pupils complete word learning readiness test. 1.3 Have pupils complete Thinking Readiness Inventory. 1.4 Allow independent reading by students. 1.5 The pupils will identify dipthons by pronouncing them with teacher and by listening for the sound in each row of words. 1.6 The pupils will identify rhyming words by listening to rhymes and asking other pupils rhymes. 1.7 The teacher will call phonograms out and write them on the board. The pupils will write words having phonograms in them. 1.8 The pupils will write long vowels, short vowels, and words having vowell terms (words having vowel, consonant, final e). 1.9 The pupils will write words and try to identify the dipthongs ir, ur, or and er.
2. The students will demonstrate their ability in word learning and comprehension skills.	15	

RESOURCES	EVALUATION	NOTES
1.1 Betts Basic Reading Text G-6-8.	1.1 Teacher Made Test and Standarized Test.	
1.2 Betts Basic Reading Text.		
1.3 Betts Basic Reading Text.		
1.4 Betts Basic Read, Distan Doorway, Library books, Weekly Reader.		
1.6 Betts Basic Reader, flash cards, library books, charts, Spelling goals SRA, Contin. Press		
1.7 Flashcards, wall charts, Basic Text, SRA Continental Press.		
1.8 Spelling Goals Basic Text, Records, Flashcards, Filmstrips Enjoying English.		
1.9 Records, Wall charts, Basic Text, Continental Press, Library Books.		
2.1 Basic Text-Library Book, Weekly Reader.	2.1 Teacher Made Test.	
2.2 Records, Basic Text, Library Books, SRA.		
2.3 Basic Text, Library Books.		

LESSON 3

SUBJECT: Reading (Grade 6) TOPIC: Critical Reading

OVERALL IDEA TO BE LEARNED: The student employs critical reading techniques.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. The student will distinguish between fact and fantasy.	1	1.1 Phrases from the story book may be listed on the board. The student circles all examples of fantasy. 1. a lady flying with an umbrella. 2. a cow jumping over the moon. 3. an elephant talking. 4. two trains tied together.
2. The student will distinguish between sense and nonsense.	5	2.1 Read "silly sayings" to students. Have them explain why each one is silly. Example: 1. There are two airplanes swimming in the sky. 2. He was so hot he put on his coat.
3. The student will distinguish between true and false statements.		3.1 The teacher will say-"Listen carefully to what I'm going to say. I will make statements about things, persons, or happenings in the room or in the school or our town or community. You are to tell me whether or not what I say is true." 3.2 Examples: False: Jim has paper on the floor by his desk. Tom is absent today. They had a fire drill yesterday. To report a fire, call the post office. A puppy pours. True: Our flag has fifty stars. The red light means stop. It is not all right anytime to take what you want. Mr. (name) is our President. A policeman is a friend. We don't go to school on Saturday. Ou school colors are green and blue.

RESOURCES	EVALUATION	NOTES
1.1 Book: Leach, Maria Noodles, Nitwits, and Numskull.	Teacher Made Test.	

LESSON 4

SUBJECT: Reading (Grade 6) TOPIC: Drawing meaning from context.

OVERALL IDEA TO BE LEARNED: Validity of pupil's level of awareness of self and others.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Pupils show ability to determine meaning of unknown words to use phonics and draw meaning from context.	6	1.1 Teacher will prepare class for the story by asking such questions as: Who is the author? Where does the story take place? About what time? What year? After discussion, students will read silently-"Locomotive 38, My Indian Friend".
		1.2 When students of group 6-1 finish, they will rearrange the main ideas in the story (which have been listed on the board) in the right sequence. The slower group (6-2) will work with the teacher on phonics and comprehension skills.
2. The pupils will become aware that others have several identities.	4, 7, 9	2. The teacher will lead a discussion to draw out the attitudes and values of the students by such questions as: What does the word "crazy" mean? Was the Indian crazy? Why? Why not? Do people always judge others correctly? What is an identity? Does each person have several identities?
3. The pupils will become aware of and judge the validity of their own self-identity.	1, 7, 8, 9	3.1 Pupils listen to part of the record "Who Am I?" Teacher leads a discussion by asking pupils to tell what impressed them in the record, drawing out the ideas presented concerning role, temperament, judgement of self-identity.
		3.2 Pupils make a collage of "me".
		3.3 Pupils write paragraphs or compositions- "I get angry when..." "I am happy when...."

RESOURCES	EVALUATION	NOTES
1.1 "Adventures Now and Then" Betts-Welch pp. 10-19. "Teacher Guide" p. G64-American Book Company.	1.1 Observe pupils response to questions.	
1.2 "Teacher's Guide" pp. 64-72	1.2 Check answers to project worked by group 6-1.	
2. "Adventures Now and Then" Betts-Welch pp. 10-19.	Pupils role play the last incident in "Locomotive 38, My Indian Friend" and carry it on-adding other characters who discuss "Locomotive 38" as a person-"Was he crazy?"	
3.1 See 1.1.		
3.2 Record-"Who Am I?" Record Cathedral Films, Inc.		
3.3 Values for Teenagers Filmstrip and Records Guidance Associates Harcourt, Brace and World.		

LESSON 4 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
4. The pupils will understand that man's basic needs result in the development of various cultures and that people of these cultures, ethnic groups, often have special skills and abilities in many areas and careers.	8, 10, 12, 14	4.1 Pupils read orally, "It's Weight That Counts", taking the parts of the various characters. Through discussion the teacher helps students see how "fat" become "one of the boys" through his improvement in becoming more aware of his "social self". Then, the idea of difference in culture (ethnic groups) is brought out by such questions as: Did the fact that "Fat" was black make any difference to the other boys? Was the boy in the Indian story bothered by the fact that Locomotive 38 was an Indian? How did the Indian, Locomotive 38, feel that he and the "American" differed in the instincts each one had? How did the Indian get his money? Is this the only way an Indian can make a living? How did "fat" feel about his future? Were sports importance to him? Can a black person do well in professional sports?
	10, 11, 12	4.2 Have pupils read books about people of different ethnic groups who have succeeded in various careers.
	10, 11, 12, 13	4.3 Pupils view filmstrips and transparencies and listen to records about great Americans of various ethnic groups.

RESOURCES	EVALUATION	NOTES
4.1 "Locomotive 38, My Indian Friend", pp. 10-19. "It's Weight That Counts", pp. 20-29. Adventures Now and Then Betts-Welch, American Book Co.	4.1 Pupils bring clippings about outstanding people of various cultures to be used for the bulletin boards.	
4.2 Books: Book of Indians-Holling. A Weed Is a Flower-Aliki. Life of George Washington Carver-Sullivan, George. Jim Thorpe, All Around Athlete (Indian Athlete) Garrand, 1971. Early Career Books Service-Lerner Pub. 1973. Davis, Mary Careers in Baseball Ray, Jo Anne, Careers in Football. Ray, Jo Anne, Careers in Hockey. Harman, Terry, Gordon Parks, Black Photographer and Film Maker-Garrard-72. (Film maker, song writer, photographer). Above books listed in State Curriculum	4.2 Pupils give book reviews to the class on books they have read. 4.3 Pupils make cross word puzzles using names of great Americans of various ethnic groups.	

LESSON 4 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES

RESOURCES	EVALUATION	NOTES
4.2 (cont'd)		
I Do, Dare and Dream, Franco-Sharkey, American Book Co. Seeking Values, Arnspiger, Brill Ruckey, Steck-Vaugn Company.		
Filmstrips and Records Image Makers-Eyegate.		
(Ten very successful Afro-American).		
Transparencies Great American Indian-1001 Eyegate.		
The Story of Americas People-Series One. 191c The Story of the Afro-American-(Eyegate).		
The Story of American People Today-(Eyegate).		
x316A All Alike, and All Different. x316C Being Black, Brown or Yellow. x316G Being an Indian.		

LESSON 1

SUBJECT: Mathematics (Grade 6) TOPIC: Basic Math Skills

OVERALL IDEA TO BE LEARNED: Diagnoses of students' basic math skills.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Identifies own assets and selects areas in which he needs practice.	6, 17	1.1 Filmstrips on addition, subtraction, multiplication, division, and introduction to fractions.
		1.2 Timed tests on the facts to let each child compete against himself.
2. Completes, as many as possible depending on individual ability, a series of teacher constructed tests.		2.1 Administer addition diagnostic test: $\begin{array}{rrrrrrrr} 4 & 5 & 14 & 17 & 24 & 27 & 32 & 76 \\ \underline{3} & \underline{6} & \underline{2} & \underline{6} & \underline{34} & \underline{43} & \underline{49} & \underline{52} \end{array}$ $\begin{array}{rrrrrrr} 34 & 49 & 304 & 412 & 363 & 485 & 75 \\ \underline{86} & \underline{78} & \underline{25} & \underline{82} & \underline{29} & \underline{68} & \underline{25} \end{array}$ $\begin{array}{rrrr} 532 & 673 & 489 & 3286 \\ \underline{454} & \underline{235} & \underline{767} & \underline{989} \end{array}$ 11+5+132=________ $\begin{array}{r} 22 \\ 37 \\ 86 \\ \underline{59} \end{array}$
		2.2 Administer subtraction diagnostic test: $\begin{array}{rrrrrrrr} 5 & 10 & 13 & 26 & 44 & 92 & 130 & 702 \\ \underline{2} & \underline{7} & \underline{10} & \underline{13} & \underline{24} & \underline{68} & \underline{44} & \underline{96} \end{array}$ $\begin{array}{rrrrrr} 500 & 486 & 751 & 618 & 421 & 3789 \\ \underline{86} & \underline{232} & 429 & \underline{382} & \underline{389} & \underline{2456} \end{array}$ $\begin{array}{rrrr} 9826 & 8217 & 7277 & 9000 \\ \underline{7118} & \underline{6186} & \underline{3843} & \underline{5462} \end{array}$

RESOURCES	EVALUATION	NOTES
1.1 Filmstrips "Addition" "Subtraction" "Multiplication" "Division" "Introduction to Fractions"		
1.2 Teacher constructs sheets a. 100 addition facts b. 100 subtraction facts c. 100 multiplication facts d. 100 division facts	1.2 Observe pupils behavior during test to see if whether: a. he is comfortable or ill at ease. b. counting on fingers.	
2.1 Teacher constructed test sheet.	2. For each of the diagnostic tests, give pupil a worksheet on his level and require 80% accuracy as a minimum standard.	
2.2 Teacher constructed test sheet.		

LESSON 1 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		2.2 (cont'd) 5080-546-382= ________ $\underline{2996}$ 2.3 Administer multiplication diagnostic test: $\begin{array}{r}4\\ \underline{2}\end{array}$ $\begin{array}{r}8\\ \underline{7}\end{array}$ $\begin{array}{r}12\\ \underline{3}\end{array}$ $\begin{array}{r}16\\ \underline{2}\end{array}$ $\begin{array}{r}22\\ \underline{34}\end{array}$ $\begin{array}{r}36\\ \underline{24}\end{array}$ $\begin{array}{r}142\\ \underline{23}\end{array}$ $\begin{array}{r}876\\ \underline{82}\end{array}$ $\begin{array}{r}982\\ \underline{765}\end{array}$ $\begin{array}{r}3468\\ \underline{579}\end{array}$ 2.4 Administer division diagnostic test: $2\overline{)4}$ $5\overline{)16}$ $7\overline{)217}$ $6\overline{)354}$ $8\overline{)337}$ $5\overline{)618}$ $8\overline{)824}$ $7\overline{)746}$ $12\overline{)36}$ $14\overline{)29}$ $32\overline{)426}$ $46\overline{)823}$ $73\overline{)7371}$ $136\overline{)492}$ $582\overline{)1736}$ 2.5 Administer the four basic skills in fractions diagnostic test: 1/3 + 1/3 =______ 1/2 + 1/4 = ______ 1/4 + 1/2 + 1/3 =______ 5/6 + 3/4 =______ 1/8 + 2/7 =______ 3/4 - 1/4 =______ 4/7 - 1/3 =______ 11/2 + 21/2 =____ 31/3 + 21/4 =______ 2/3 x 3/4 =______ 12/3 x 52/5 =______ 3/4 1/8 =______ 7/8 2/3 =______ 1/2 of 64 =______ 2/3 of 21 =______ 2.6 Have activity sheets available for those who finish before the others.

RESOURCES	EVALUATION	NOTES
2.3 Teacher constructed test sheet.		
2.4 Teacher constructed test sheet.		
2.5 Teacher constructed test sheet.		
2.6 Activity sheets taken from "Cross Number Puzzles," "Dot-to-Dot," or coloring books. Also, have some easy-read library books available.		

LESSON 2

SUBJECT: Mathematics (Grade 6) TOPIC: Pre-Assessment Test

OVERALL IDEA TO BE LEARNED: Pre-assessment test to determine their general knowledge of Roman Numerals and the four operations of arithmetic.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Reviews knowledge of Roman Numerals.		1. Write the decimal numeral for each of the following: A. XXXVII=________ B. LXXV=_____ C. CCCXL =________ D. XLIX=_____
		1.1 Write the Roman numeral for each of the following: A. 96=________ B. 106=________ C. 1246=_______ D. 895=________
		2. Add the following: A. 427 B. 924 C. 426 865 347 642 D. 2/3 + 1/3 =____________ E. 3/4 + 3/4 =____________ F. 4/5 + 2/5=____________
3. Displays his abilities to use subtraction.		3. Subtract the following: A. 987 B. 863 C. 400 463 476 269 D. 4/5 - 3/5 =___________ E. 9/10 - 5/10 =__________ F. 11/12 - 9/12 =_________
4. Displays his abilities to use multiplication.		4. Multiply the following: A. 17 x 11 =_______ B. 121 x 23 =_______ C. 127 x 145 =______ D. 5/6 x 2/3 =______ E. 4/5 x 3/4 =______ F. 9/10 x 3/4 =_____

RESOURCES	EVALUATION	NOTES
1.5 The resources for this pre-assessment test are teacher made	1.5 The checking of these problems will give the teacher an idea of how the children can do the four operations of arithmetic and their general understanding of Roman Numerals.	

LESSON 2 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
5. Displays his abilities to use division.		5. Divide the following: A. $7\overline{)728}$ B. $15\overline{)225}$ C. $29\overline{)5829}$ D. $43\overline{)1967}$

RESOURCES	EVALUATION	NOTES

LESSON 3

SUBJECT: Mathematics (Grade 6)　　　TOPIC: Notation and Numeration

OVERALL IDEA TO BE LEARNED: Reading and understanding numbers through seven places.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Understanding the concept of millions.		1.1 Have pupils discuss how they use numbers through seven places in daily living; such as hearing them used on television, read in newspapers, magazines, etc.
		1.2 Alert pupils to look for illustrations from magazines, papers, etc. and bring them in for bulletin board displays.
		1.3 Have a number line similar to the one shown on p. 4, written on the chalkboard. Also, the children may be instructed to draw a number line such as the one on p. 4. This may be put into their notebooks.
2. Understands the concept of place values.		2.1 An adding machine may be brought to the classroom. Let the students examine it by pressing the keys to show a number; then have them name the place value columns.
		2.2 Have a pupil make a model of an odemeter.
		2.3 A filmstrip can be used to further their understanding of place values.
3. Differentiates his own values toward various activities from those of his peers.	4, 7, 17	3.1 The student will make a poster on which pictures of various jobs requiring growth in mathematics are shown. He will be instructed to write a short paper about the job he would choose his choice of a job will be his self-identity.
		3.2 The student will be directed to make a short talk about who should

RESOURCES	EVALUATION	NOTES
1. Textbook-Growth in Arithmetic-pp. 1 and 4.	1. Evaluate their understanding of millions by having them identify several numbers written on chalkboard.	1. Soon after beginning chapter 1, give inventory test-T-23.
2. Textbook-Growth in Arithmetic-pp. 3 and 4. 2.1 Textbook-Growth in Arithmetic- p. 3-teaching page.	2. Give something similar to that shown on p. 3 of teaching page. For additional practice.	
2.3 Filmstrips-"Adventures with Number Series"-Mathematics 113000	2.3 To evaluate their understanding of millions, give problems such as those shown on p. 4 of the "Teaching Page".	
3.1 Pictures from newspapers, magazines, etc., an adding machine; student-made value columns made from thick paper; paper made odometers; film-strips; number lines.	3. Have the children make a list of some vocations which involve the use of numbers. Have each child choose one of these listed vocations that would enjoy doing.	3. It would be interesting to have a bulletin board display of pictures showing as many children chosen vocations as possible.
3.2 Film "Why Work" NSU Library.		

LESSON 3 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		3.2 (cont'd) choose his life's work. In most cases he will say he should make his own choice. The teacher will point out that basic skills in math must be developed to qualify for many jobs. To stimulate interest a film could be shown.

RESOURCES	EVALUATION	NOTES

LESSON 4

SUBJECT: Mathematics (Grade 6) TOPIC: Number Names

OVERALL IDEA TO BE LEARNED: Numbers can be stated many different ways.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Describe self in relation to sex, parents, other children in family, classmates, school country, church.	7	1.1 Ask for volunteers to stand and and tell "Who I Am" according to these relationships.
2. Illustrates how a particular number may have many names.		2.1 Develop vocabularly of a. number b. numeral 2.2 Ask if any one knows the name of a number in a foreign language. 2.3 Group Work: Group I-Give each child a different number of sticks and let each one draw pictures of all the ways his sticks can be arranged. Group II-Place number cards face down on table. A child picks up a card and shows the rest of the group. They write all the names of this number. Repeat with a different child each time (could be the one who gets all the names first).

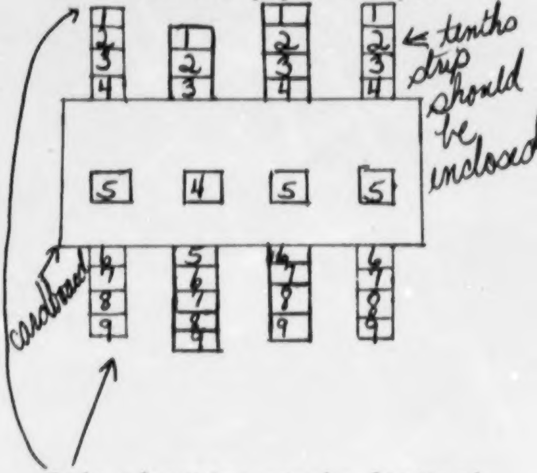
RESOURCES	EVALUATION	NOTES
	1.1 Observe two volunteers to tell "Who I Am."	
2.1 Textbook (6) pp. 1 & 2. Transparencies a. Arithmetic Skills Set-"Number Names and Symbols." b. Working with numbers Set-"Names and Symbols of Numerals."	2.1 Select one number for the students to write all the names it has.	

LESSON 5

SUBJECT: Mathematics (Grade 6) TOPIC: Place Value

OVERALL IDEA TO BE LEARNED: The position of any numeral in a group of numerals determine its value.

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
1. Illustrate examples of the usefulness of using place value in various careers.	13, 16, 18	1.1 Introduce place value by: a. Show filmstrip to class b. Discuss Spelling lesson on "Names for Numbers". c. Use Instructs Felt Visual Aid to show largest two place number, three place numbers, etc. d. Let children write "Words you say" when reading a number. e. Discuss the value of using commas. 1.2 Divide into groups for group work. Group I. Show this group how to make an odometer for a car out of cardboard and paper stripe.  Ends of strips may be fastened together to make circles.

RESOURCES	EVALUATION	NOTES
1.0 Display various uses of place value on a bulletin board.	For all 3 groups: On the board write 5 numbers using the numeral 6 in different places.	
1.1 a. Filmstrip "Place Value" b. Speller testbook lesson on "Names for Numbers" c. Instructs Felt Visual Aid # 253-Reading Whole Numbers.		
1.2 Group I-"How to Make An Odometer" p. 3 teacher's edition-Growth in Arithmetic.		

LESSON 5 (Cont'd)

*C.E. Code-Refers to Teacher Established Career Education objectives listed in Chapter II.

OBJECTIVES	*C.E. Code	ACTIVITIES
		Compile a list of the types of careers relating to odometers. Give ditto sheet to work. Group II-Have a picture of a gasoline pump for the students to observe and answer these questions: Who uses gasoline pumps? How do we measure gasoline? What else beside the amount of gasoline does a pump tell? After answering these let the children construct a model of a gasoline pump from a shoe box. Group III-Copy these problems off the board: 436 762 1489 5892 35472 982 346 532 8769 87693 4803 4842 32 9776 752 596 86 8095 Observe an adding machine and answer these questions: Who uses adding machines? What do you think are the values of using an adding machine? Let one pupil add the first problem which they copied from the board on the machine while the others add it also on their papers. Compare time and accuracy. Repeat until every child has a turn at the machine.

RESOURCES	EVALUATION	NOTES

CHAPTER IV

AUDIO-VISUAL EQUIPMENT
Necessary To Implement Program

AUDIO-VISUAL EQUIPMENT NEEDED IN CAREER EDUCATION PROGRAM

In an effort to set up an exemplary program in Campti, George Parks, and St. Matthews Elementary Schools, the workshop participants felt very strongly that more audio-visual equipment was needed in each school. They studied Standards for School Media Programs and recommended that basic equipment be placed in each school with additions when funds are available.

American Library Association and National Education Association in 1969 developed Standards for School Media Programs. These standards state the equipment needed to meet multi-media approach to good teaching and effective learning. The basic specifications list quantities needed for a functioning program; the advanced present quantities in those schools trying to develop exemplary programs.

Equipment	Basic	Advanced
16mm sound projector	1 per 4 teachers plus 2 per media center	1 per 2 teachers plus 5 per media center
2 x 2 slide projector remotely controlled	1 per 5 teachers plus 2 per media center	1 per 3 teachers plus 5 per media center
Filmstrip or combinations film-strip-slide projector	1 per 3 teachers plus 1 per media center	1 per teacher plus 4 per media center
Opaque projector	1 per 25 teachers or 1 per floor in multi-floor buildings	1 per 15 teachers plus 2 per media center
Filmstrip Viewer	1 per teacher plus the equivalent of 1 per 2 teachers in media center in elementary schools and 1 per 3 teachers in media center in secondary schools	3 per teacher plus the equivalent of 1 per teacher in media center in elementary schools and 3 per teacher plus the equivalent of 1 per teacher in media center in secondary schools

2 x 2 slide viewer	1 per 5 teachers plus 1 per media center	1 per teacher plus 1 per media center
Microprojector	1 per 20 teachers	1 per 2 grade levels in media center
Record player	1 per teacher, K-3 1 per grade level, 4-6 3 per media center 1 set of ear phones for each player	1 per teacher, K-6 plus 5 per media center 1 set of earphones for each player
Audio tape recorder	1 per two teachers in elementary schools plus 2 per media center 1 set of earphones for each recorder	1 per teacher plus 10 per media center in elementary schools and 1 set of earphones for each recorder
Listening station	A portable listening station with 6-10 sets of earphones at the ratio one per 3 teachers	1 set of 6-10 earphones and listening equipment for each teacher and media center
Projection screen	1 permanently mounted screen per classroom plus additional screens of suitable size as needed for individual and small group use. The permanent screen should be no smaller than 70 x 70 with keystone eliminator.	

CHAPTER V

WORKSHOP EVALUATION

EVALUATION OF THE CAREER EDUCATION
IN THE ELEMENTARY SCHOOLS
WORKSHOP
August 1973

Compilation of Responses:	YES	NO	UNDECIDED
1. Did you understand what was expected of you:			
a) before the workshop started?	4	18	1
b) during the workshop?	20	0	3
c) now?	22	0	0
2. Were the meeting facilities adequate?	29	1	0
3. Were helpful study materials made available?	30	0	0
4. Were the general sessions:			
a) made meaningful by clear presentations?	28	0	1
b) appropriate in length?	21	3	3
c) appropriate in number?	24	1	1
5. Was the project adequately staffed with the appropriate resource persons (Dr. Bailey, Mrs. Fruge, Mrs. Puckett, etc.)?	29	0	0
6. Did the resource persons use helpful examples?	28	1	0
7. a) Were the small work-groups well conducted?	24	1	2
b) Were the work-groups made up of persons who could work together with common interest?	29	0	1
8. Were the work periods for group assignments:			
a) well conducted?	27	1	0
b) appropriate in length?	24	0	2
c) appropriate in number?	21	2	1
9. Was there evidence of willingness on the part of participants to accept responsibility for further study or action?	27	0	4
10. Did the university staff and project coordinator carry out responsibilities?	30	0	0
11. Would another career education workshop or university course at a later date be appropriate? If so, what is your main interest?	17	2	11

PLEASE MAKE ADDITIONAL COMMENTS:

The majority of "yes" responses is indicative of a very successful workshop with the necessary ingredients for effictively meeting the objectvies as stated in Chapter 1. In summary, the compilation of responses indicates that the workshop was successful because it was well organized with adequate meeting facilities and helpful study materials. The workshop was staffed with resource persons who had expertise in the field of career education and who presented many helpful examples. The small work-groups were well conducted, although some felt that more time should have been utilized in small groups.

Some of the written comments suggested the following:

1. If another workshop is made available, it should be held earlier (June) and with shorter hours.

2. Participants should be given sufficient notification prior to the beginning of a workshop.

3. The vast majority of the written comments were complimentary, praising especially the dedication and courtesy of the staff.

The goals, relating to the writing of curricula plans, initially appeared very difficult to achieve. There were moments of anxiety, frustration, and elated success. However, all writing was completed slightly ahead of schedule due to the participants' cooperative efforts and dedication to hard work.